The Mansfield Normal Quarterly

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All communications should be addressed to William R. Straughn, Principal, Mansfield, Pa.

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CATALOG NUMBER

THE FIFTY-NINTH ANNUAL CATALOG OF THE MANSFIELD STATE NORMAL SCHOOL OF THE FIFTH DISTRICT OF PENNSYLVANIA

REVISED CALENDAR FOR COMMENCEMENT. 1921

Because of a nine weeks' summer session, as approved by the Department of Public Instruction, beginning June 20, 1921, and ending on August 20, we are compelled to make a change in our traditional practice of having Commencement Day fall on Thursday. A former announcement stated that the Summer Session would begin on June 27, but the Board of Principals again changed this to date of June 20, making it necessary to drop one entire week from the second semester this year.

The revised Calendar of Commencement is a follows:

June 10. Friday evening, Motion Pictures.

June 11. Saturday evening. School Play.

June 12. Sunday evening. Baccalaureate Sermon.

June 13. Monday.
9.00 A. M.—Senior Class Day Exercises.
11:00 A. M.—General Alumni Meeting.
1:00 P. M.—Alumni Dinner.
3:30 P. M.—Alumni Class Meetings.
4:30 P. M.—Arts Exhibit.
8:00 P. M.—School Opera.

June 14. Tuesday. 9:30 A. M.—Graduation Exercises.

June 20. Monday. Summer Session of Nine Weeks.

HOW TO REACH MANSFIELD

Mansfield is thirty-six miles from Elmira, via the Erie railroad. Students coming via the Northern Central railroad, change at Elmira; those coming via the Pennsylvania Division of the New York Central change at Tioga or Lawrenceville. Passengers from the East, by the Erie, change cars at Elmira; by the Lehigh Valley change at Waverly, thence to Elmira and Mansfield by Erie; by the D. L. & W., change at Elmira, thence to Mansfield by the Erie. Those coming from the West, on the Erie or D. L. & W., change cars at Elmira. See map in front of book.

All baggage should be distinctly marked with the name of the owner and "STATE NORMAL SCHOOL," to insure its being brought to the Normal building. Whenever baggage is to be taken to the station, it should be marked with the name and destination of owner.

A special train is generally operated to accommodate our students on the opening day of the Fall Term.

A bulletin of information will be sent to all enrolled students about two weeks before the opening of school.

CALENDAR FOR 1921-1922

First Semester (18 weeks)

Sept. 6. Tuesday. Students enter.

Dec. 17. Saturday. Christmas vacation begins.

Jan. 2. Monday. Students return.

Jan. 20. Friday. First Semester ends.

Second Semester (18 weeks)

Jan. 23 Monday. Second Semester begins.

May 21. Sunday evening. Baccalaureate Sermon.

May 22. Monday.
9:00 A. M.—Senior Class Day Exercises.
2:00 P. M.—Arts Exhibit.
8:00 P. M.—Annual School Play.

May 23. Tuesday.
11:00 A. M.—General Alumni Meeting.
1:00 P. M.—Alumni Dinner.
3:30 P. M.—Alumni Class Meetings.
8:00 P. M.—School Opera.

May 24. Wednesday. 9:30 A. M.—Graduation Exercises.

This is the probable calendar, in case the Normal School year, beginning Sept. 1921, is reduced from 40 to 36 weeks. A Summer Course of 9 weeks will commence in June. Exact dates for Summer Session of 1922 will be announced in due time by special bulletins, and any changes in the calendar for 1921-1922 will be announced in the bulletin issued early in the summer of 1921 for prospective students. About Sept. 1, 1921, all students enrolled will receive a bulletin of final plans.

THE FACULTY

WILLIAM R. STRAUGHN, Ph. D., Principal.
School Administration, Sociology.

Training: Laurel (Del.) High School, four year course, 1899; Graduated Baltimore (Md.) City College, 1902; A. B., Johns Hopkins University, 1905; Graduate student same, 1905-1906; Ph. D., University of Kansas City, 1908.

Experience: Substitute instructor various departments Baltimore City College, 1902-1906; Journalist and associate editor Baltimore newspapers, same period; head of Department of English and Pedagogy, Millersville (Pa.) State Normal, 1906-1911; Assistant to Principal, same, 1909-11; City Superintendent of Schools, DuBois (Pa.), 1911-14; Principal Mansfield State Normal since April 1, 1914.

HERBERT GRANT, B. Sc.
Vice Principal and Professor of Physical Sciences.

Training: Arnot, Pa., Graded Schools, 1899; Diploma, Mansfield State Normal School, 1905; Summer Session, Cornell University, 1907; Summer Session, University of Pennsylvania, 1909; Summer Session, Penn. State College, 1912; B. Sc., Teachers' College, Columbia University, 1915.

Experience: Landrus, Pa., Ungraded School, one year, 1905-06; Principal of High School, Arnot, Pa., two years, 1906-08; Principal of High School, Westfield, Pa., five years, 1908-13; present position, 1915———.

ARTHUR T. BELKNAP, A. M., S. T. B., D. D.
Dean of Instruction and Professor of English.

Training: Framingham, Massachusetts, High School, four year course, 1889; A. B., Brown University, 1893; A. M., (English and Philosophy) same, 1896; Graduate, The Newton Theological Institution, 1896; Private student, The University of Halle, Summer, 1896; S. T. B., Harvard University, 1899; D. D., Sioux Falls College, 1920.

Experience: Professor of English, Franklin College of Indiana, 1907-1919; Dean, same, 1916-1919; Acting President, same, April-June, 1917; Member of Summer School Faculty, Indiana University, 1912-1915; Extension lecturer, same, 1916-1918; President, The Grand Island College, Grand Island, Nebraska, 1919-1920; present position 1920———.

GERTRUDE E. BRADT, B. S.
Dean of Women; School Administration.

Training: Diploma, High School, Castile, N. Y., 1900; Diploma, Geneseo State Normal (N. Y.) 1903; Diploma, Rochester Business Institute, Rochester, N. Y., 1913; B. S. and Diploma as Principal of Secondary Schools, Columbia University, 1919; Graduate Work, Columbia University, 1919-1920.

Experience: Graded School, one year, 1903-1904; High School, Teacher and Supervisor of English, seven years, 1904-1912; Principal of High School, Castile, N. Y., 1912-1918; present position 1920———.

GEORGE B. STRAIT, B. S.

Dean of Men; Professor of Mathematics and Biology.

Training: Troy, Pa., High School, four year course, 1884; Diploma, Mansfield State Normal School, 1899; B. S., Syracuse University, 1903.

Experience: County schools, six years, 1881-89; Graded schools, Principal, ten years, 1889-99; High School, Science and Mathematics, one year, 1903-04; Cazenovia Seminary, Department of Mathematics, seven and one-half years, 1904-12; Department of Mathematics, Johnstown High School, Johnstown, Pa., one-half year, January to May 29, 1912; State Normal School, Department of Biological Sciences, 1912 to date.

O. L. WARREN.

Professor of Education;
Assistant Director of Training School.

Training: Attica. N. Y., High School, four year course, 1881; Diploma, Geneseo, (N. Y.) State Normal School, 1887; Chautauqua Summer Schools, eleven sessions; Chicago University Summer Schools, three sessions; Chicago Summer School of Music, one session; University of Pennsylvania, one session.

Experience: Rural Schools, four terms; Graded Schools, ten years; High School, Principal, nine years; New York State Teachers' Institute work, three years; Institute lecturer in several states, twelve years; present position, 1920———.

HARVEY J. VAN NORMAN, B. S.

Professor of French.

Training: Woodhull, N. Y., and Canisteo, N. Y., Academies; B. S., Cornell University, 1878; Graduate work, Cornell University, Springs of 1881 and 1882.

Experience: Rural Schools, 1870-1874; Graded Schools, 1878-1885; present position, 1886———; Teacher of English Grammar, 1886-1916; Professor of French, 1909———.

MRS. JENNIE FARRER AVERY.

Department of Prevocational Education;
Director Group IV (Rural Education).

Training: Diploma, Mansfield State Normal School, two year course, 1876; First Grade Certificate, Owyhee County, Idaho, 1907; Idaho State Life Certificate, 1911.

Experience: Country Schools, six years, 1870-1872, 1902-1906; Wayne County Training School, one year, 1876-1877; Principal, Liberty, Pa., Graded School, two years, 1873-1874, 1877-1878; Grammar Grades, Wellsboro, Pa., eight years, 1878-1886; High School, Mansfield, Pa., four years, 1886-1890; Owyhee County, Idaho, Country School, three years, 1906-1909; Superintendent Owyhee County, three terms, 1909-1915; Supervisor, M. S. N. S. Training School, four years, 1915-1919; Methods and Rural Sociology, one year, 1919-1920; Methods and Preceptress, Summer Term, 1920; present position, 1920, Rural Sociology, Prevocational Education and English Fundamentals.

GEORGE W. CASS, A. M.

Professor of Social Sciences.

Training: Elkland, Pa., High School, four year course, 1895; Mansfield State Normal School, two year course, 1901; A. B., Dickinson College, 1905; A. M., Dickinson College, 1908.

Experience: Rural School, one year, 1897-98; Union College, Department of Latin Language and Literature, Barboursville, Ky., two years, 1905-07; present position, 1907———.

ALICE H. DOANE.

Latin and English.

Training: Blossburg High School, three year course, 1892; Diploma, Mansfield State Normal School, 1894; College Preparatory work, Mansfield State Normal, 1899-1900; Syracuse University, 1903-1905.

Experience: Graded Schools, one year, 1897-1898; Soldiers' Orphan Schools, Harford, Pa., two years, 1898-1900; High School, English and History, Wellsboro, Pa., three years, 1900-1903; High School, Latin and English, Montrose, Pa., one year, 1905-1906; Mansfield State Normal School, Latin, four years, 1906-1910; High School, Latin and History, Lower Merion Township, Ardmore, Pa., two years, 1910-1912; present position, 1912———

RONALD C. KICHLINE, A. B.

Health Education for Men;

Athletic Director; Economics and Sociology.

Training: Bangor High School, four year course, 1912; A. B., Ursinus College, 1916.

Experience: Normal School, Mansfield, Pa., 1916———.

MARION E. VAIL, B. Pd.

Health Education for Women.

Training: New Milford High School, New Milford, Pa., three year course, 1911; Diploma, Mansfield State Normal School, 1914; B. Pd., 1915; University Pennsylvania Summer Course in Physical Training, 1914-1915; Columbia University, Summer, 1920.

Experience: Country School, one year, 1914-1915; Graded School, one year, 1915-1916; Normal School, Department of Physical Training, Mansfield, Pa., three years, 1916-1918; Physical Training, Binghamton Central High School, Binghamton, N. Y., 1919-1920; present position, 1920———.

S. J. SECOL.

Handwriting, Bookkeeping.

Training: Diploma, Scranton Business College, two year course in accounting, 1914; Pupil of E. E. Hippensteel in Penmanship, 1915; Diploma, Mansfield State Normal School, 1920.

Experience: Department of Accounting, Scranton-Lackawanna College of Business, two years, 1914-1916; Normal School, Department of Penmanship and Bookkeeping, Mansfield, Pa., four years, 1916-1920; present position, 1920———.

MARGARET B. SCUREMAN.

Department of Oral Expression.

Training: Kingston, (Pa.) High School, four year course, 1914; Diploma, Wyoming Seminary, 1915; Diploma, Emerson College of Oratory, 1917.

Experience: One year as head of Expression Department and Physical Department at Spelman Seminary, Atlanta (Ga.); two years teaching studio lessons. Several years of experience as a reader and public speaker. Present position, 1920———.

DOROTHY MAY SIMS, B. L. I.

Instructor in English and Oral Expression.

Training: Portland Academy, (Portland, Ore.) High School course, 1904; Special English courses, University of Washington, 1908, Certificate; Summer School of Arts and Sciences of Harvard University, 1911, Certificate; Graduate Degree of "Bachelor of Literary Interpretation", Emerson College of Oratory, Boston, four year college work, 1920.

Experience: Head of English and Expression Department of Puyallup High School, Puyallup, Washington, 1911-1912; present position, 1920———.

WILL GEORGE BUTLER, Mus. Doc.

Dean of the Conservatory of Music, Professor of Violin, 'Cello, and other Orchestral Instruments; Instructor of Harmony, and Conductor of the Orchestra, and Community Singing.

Training: Blossburg, Pa., High School, 1895; Mansfield State Normal Conservatory of Music, 1887-1898; Teachers' Course Mansfield, 1896-97; Post Graduate, 1898; Violin, Ovide Musin, 1898; Violin, Samuel E. Jacobson, Chicago Musical College, 1899-00; Composition, Dudley Buck, 1901-02; Mus. Doc., The University of the State of New York, 1905.

Experience: Conductor of Orchestra, Professor of Violin and Theory, Kansas State Normal School, Emporia, Kansas, 1898-1904; Professor of Violin and Theory, and Conductor of the Orchestra and Glee Clubs, Williamsport, Pa., Dickinson Seminary, 1904-1913; Concert Work, 1913-14; Professor of Violin and Theory, and Conductor of the Orchestra, Mansfield State Normal School, 1914-17; present position, 1917———.

VIVIAN B. REYNOLDS.

Public School Music Methods.

Training: Sayre, Pa., High School, four year course, 1908; Rutgers College, New Brunswick, N. J., six weeks summer session, 1914; Teachers' College, Columbia University, N. Y., one year, 1916-17; Diploma, Mansfield State Normal School, 1918; Finch School, New York University, six weeks summer session, 1920.

Experience: Country Schools, two years, 1908-1910; Graded Schools, six years, 1910-1916; Mansfield State Normal School, two years, 1918-1920; Department of Public School Methods and Supervisor of Music in Training School; present position, 1920———.

CORA A. ATWATER.

Department of Voice.

Training: Elmira Free Academy, Elmira, (N. Y.) four year course; Diploma, Elmira College Conservatory of Music, 1914; Graduate Work, Elmira College, pupil of George Morgan McKnight, 1915-17; Pupil of Alfred Pusey-Keith of England, 1918-1919; Pupil of Isidore Lickstone, New York City, summer, 1920.

Experience: Private studio, Elmira, (N. Y.), six years, 1913-1919; Contralto soloist, church choirs, Elmira (N. Y.), ten years, 1910-1920; present position, 1918———.

FLORENCE M. ADEL, B. M.

Department of Piano.

Training: Attleboro High School, Massachusetts, four year course; twelve years private lessons; New England Conservatory of Music, Boston, Mass., four years, 1914; B. M., Seigel-Myers School of Music, Chicago, 1919.

Experience: Private studio, eight years; Claflin University, Orangeburg, S. C., four years; present position, 1919———.

LYDIA A. BERKLEY, M. B.

Department of Pipe Organ and Piano.

Training: Lincoln Normal Conservatory, Diploma, 1900; Hiram College Conservatory, M. B., 1902; Oberlin Conservatory, special work, piano and organ, 1908-1909; Cincinnati College of Music, graduate work —piano and voice, 1912-14.

Experience: Head of Organ Department and teacher of Piano, Bucknell University, 1910-1912; Instructor of Music and Organist in Maryland College, 1914-15; Head of Organ Department and teacher of Piano, Averett College, Virginia, 1919-1920; present position, 1920—.

SADIE M. SMITH.

Department of Home Economics.

Training: Galeton High School; Mansfield State Normal School, four year course, 1911; Thomas Normal Training School, 1916; Correspondence Courses, State College and Woman's Institute.

Experience: Rural Schools, three years; Graded Schools, two years; High School Department of Home Economics, Spencer, Indiana, one and one-half years, 1916-1917; Normal School, Department of Home Economics, 1917———.

LUCILE J. WELSH.

Dietitian and Instructor of Nutrition.

Training: Beaver Dam, Wisconsin, High School four year course, 1913; Diploma, the Stout Institute, 1917; Graduate Work, Drexel Institute, 1918-19.

Experience: High School, Department of Home Economics, Correll, Minnesota, one and one-half years, 1917-18; Dietitian of Allentown Hospital, Allentown, (Pa.), one and one-quarter years, 1919-20; Dietitian of Wichita Hospital, Wichita, (Kansas), three months, 1920; present position, 1920———.

LAURA A. WHEELER.

Department of Art.

Training: Troy, Pa., High School, four year course, 1900; Certificate Syracuse University, Normal Art Course, 1905; Voice, Syracuse University, 1902-1905; Chautauqua Arts and Crafts, Summers, 1905-1912-1917; New York University, Summers, 1919-1920.

Experience: Grades and High School, Supervisor of Art and Music, Wellsville, New York, 1905; Grades and High School, Supervisor Art and Music, Troy, Pa., 1907-1916; present position, 1917——.

RAYMOND G. WALKER.

Manual Training and Drawing.

Training: Oswego State Normal School, 1918; Summer Session at Oswego State Normal School, 1920.

Experience: Syracuse schools, 1918; present position, 1919——.

EDNA L. HEWSON.

Commercial Department.

Training: Addison, New York, High School, four year course, 1907; Diploma; New York State Normal School, 1911-12; Elmira, New York, Business Institute, 1913-14, Diploma; Gregg School, Teachers' Course, 1915.

Experience: Rural schools, four years, 1907-1911 and 1912-1913; Meeker's Business Institute, Elmira, New York, four and one-half years, 1915-1919; present position, 1919——.

MARY E. BELKNAP, A. B.

Librarian.

Training: Methuen, Mass., High School, 1897; A. B., Colby College, 1901.

Experience: Assistant in Colby College Library, one year. Present position, 1920——.

E. A. RETAN.

Director of Training School.

Training: Elmira, (N. Y.), Grammar and High School; Mansfield State Normal School, 1880-1881; Pennsylvania University Summer Session, 1920.

Experience: Rural School, 1881-1882; Millerton Graded Schools, 1882-1889; Supervising Principal Morris Run, Pa., 1893-1898; Principal High School, Tioga, Pa., 1898-1901; Principal High School, Mansfield, Pa., 1901-1910; County Superintendent, Tioga County Schools, 1911-1918; present position, 1918——.

MYRON E. WEBSTER.

Principal Junior High School; Director Group III.

Training: Rutland District schools, Mansfield State Normal, three year course, 1913; Diploma, Mansfield State Normal School, 1915; three years of credit at Cornell University, 1919.

Experience: Rural schools, three years, 1909-15; High School Principal, two years, 1915-1917; Normal School, Senior Review Subjects, one year, 1919-1920. Present position, Principal Junior High School, State Normal School, Mansfield, Pa., 1920——.

HUGH W. ALGER, A. B.

Director Group II. (Intermediate Grades); Training Teacher in Social Studies.

Training: Rome, Pa., Academy, two year course, 1899; Diploma, West Chester State Normal School, 1905; Bucknell University, 1907-1908; A. B., Yale University, 1912; Summer Work, The Connecticut State Supervisors' Sessions, Danbury, (Conn.), 1912-13.

Experience: Rural schools, two years, 1899-1901; High School, Principal, Unionville, Pa., two years, 1905-1907; State Supervising Agent, Connecticut, two years, 1912-1914; Hampton Normal and Agricultural Institute, Supervisor of Academic Department, five years, 1914-1919; present position, 1920———.

LEAH A. DAY.

Director of Group I (Kindergarten-Primary).

Training: Cortland High School, four year course, 1909; Professional and Kindergarten-Primary Diplomas, Cortland State Normal School, 1912; Summer Work, Columbia University, 1919-1920.

Experience: High School, Principal's Assistant, McGraw, New York, one year, 1912-1913; Public School-Kindergarten Department, Cortland, New York, seven years, 1913-1920; present position, 1920—.

MARY JOSEPHINE MUFFLY.

Training Teacher, Grade I.

Training: Howard, Pa., High School, three year course, 1908; Diploma Lock Haven State Normal School, 1912; Summer Session, Pennsylvania State College, 1914; Primary Methods, Temple University, Philadelphia, 1916-1917; Partial student, University of Pennsylvania, 1917-1918, 1919-1920.

Experience: First Primary grade, Clearfield, Pa., four years, 1912-16; Second and Third grades, Ogontz, Cheltenham Township, Pa., 1917-1918; Sixth, Seventh and Eighth grades, Howard, Pa., 1918-1919; Primary teacher and supervisor, Norwood, Pa., 1919-1920; present position, 1920———.

MRS. MERLE COGSWELL GRANT.

Training Teacher, Grade II.

Training: Mansfield State Normal School, 1906.

Experience: Rural schools, two years, 1906-08; Westfield, (Pa.), Borough Graded School, one year, 1908-09; present position, 1915——.

MRS. LILA S. HULSLANDER.

Training Teacher, Grade III.

Training: Mansfield High School, 1909; Mansfield State Normal School, 1913.

Experience: Graded schools, three years, 1913-1915; 1919-1920; High School, Department of History, Knoxville, (Pa.), two years, 1917-1919; present position, 1920———.

ELIZABETH P. STALFORD.

Training Teacher, Departmental Language.

Training: Wyalusing Township, Pa., High School, four year course, 1912; Diploma Mansfield State Normal School, 1914; Summer course Teachers' College, Columbia University, New York, 1920.

Experience: Departmental English, Grammar grades, five years, West New York, N. J., 1914-1919; Present position, 1919———.

MILDRED L. GRIGSBY.

Training Teacher, Departmental Geography.

Training: Secondary Department Mansfield Normal School; Diploma, Mansfield State Normal School, 1916; Summer session Pennsylvania State College, 1917; Summer session Teachers' College, Columbia University, 1920.

Experience: Seventh grade, Shingle House, Pa., 1916-1917; Critic, Mansfield State Normal School, two years, 1917-1919; Sixth grade, Lawrence, L. I., one year, 1919-1920; Present position, 1920—.

BEATRICE M. BEARD, A. B.

Training Teacher, Departmental Reading and Literature.

Training: Corning Free Academy, Corning, N. Y., High School, four year course, 1913; New York State Normal School, Geneseo, N. Y., 1915; A. B., New York State College for Teachers, Albany, N. Y., 1919.

Experience: Preceptress of Union School, Campbell, N. Y., two years, 1915-17; Junior High School, Department of English, North Tonawanda, N. Y., one year, 1919-20; Felton High School, Departments of English and Mathematics, North Tonawanda, N. Y., one term, 1920; Present position, 1920———.

NOTE:—All special subjects in the Training School, as penmanship, music, art, sewing, cooking, manual training, health instruction, are directly supervised by the Normal professors of the studies.

MARGARET HUTCHESON.
Bursar.

HELEN R. JUPENLAZ.
Secretary.

ISABELLE SHELDON.
Stenographer and Office Clerk.

MRS. MARY LARSON.
Nurse.

F. E. BROOKS.
Superintendent of Grounds and Buildings.

MRS. F. E. BROOKS.
Matron.

THE NEW COURSE OF STUDY

The new course of study is perhaps the most advanced and far reaching educational program ever attempted in Pennsylvania. It has been carefully planned, criticized and revised through months of labor and has the approval of the leading educators of the day. It places the training of teachers on the same broad basis as the training required for any of the great professions, dignifies and exalts the Normal Schools, which have now gone on a collegiate basis of two years.

Fifteen units of high school work are required for admission (see explanation under Requirements for Admission). A Secondary Department will be maintained to give students who lack required entrance units an opportunity to make up these separately or in connection with the Normal Course, if the program will permit. Students living in towns that maintain four-year high schools must obtain their required units at home, (except under very special conditions), but the Secondary Department will be of benefit to those who have no high school opportunities at home, or who have only three-year-high schools. However, we wish to discourage graduates of third and second class high schools from entering. Graduates of third class schools will need an entire year in the Secondary Department before admission to Normal, and these are urged to attend their nearest first class high school before coming to Mansfield. Graduates of second class high schools, who have the required 15 units for admission, will be accepted. Briefly, the purpose of our Secondary Department is to provide opportunity for young people who are beyond the age of public high school pupils, or for those who cannot more conveniently attend a neighboring high school; and for those whose maturity and ablity will save them time by more rapid progress under our elastic schedule. A student may complete the required fifteen units in the Secondary Department in whatever time his ability will permit, and is not kept back by pupils of slower growth. The tuition is free to all who are seventeen years old.

After students have been in attendance in the Regular Normal Course a semester, they will elect the group, as Kindergarten-Primary, Intermediate Grades, Grammar and Junior High School, or Rural, as major, with broad opportunities for electives in college subjects. However, graduation from one group does not limit the teaching to that group, but the diploma is good for any grade of teaching from Kindergarten up to and including Junior High School. Graduates of the Regular Normal course, who add 12 semester hours in the proposed field of teaching, will be eligible to teach in Senior High Schools. This additional work, all of college grade, may be taken during the regular or summer sessions at the State Normal Schools. Graduates

of the recognized special courses (see next paragraph) are eligible to teach in Grades or Junior and Senior High Schools, or to supervise their special subjects.

Special Departments

The special departments of Music and Home Economics will continue, and require three years' attendance. State certificates, without further examinations, will be granted. The special Kindergarten course has been combined with Group I of the Regular Normal as Kindergarten-Primary (two years), with life diploma. Special lessons and courses in elocution (oral expression) will be available, as in former years. The special Business and Drawing Supervisors' courses will not be open to students entering in September, 1921. Students now in the departments will be taken care of until their courses are completed, and students entering in September, 1921, may, if their programs permit, take special work in these departments until they are discontinued. Special opportunities, as advanced work, will hereafter be available to any students of any of the departments who may wish to take studies in drawing. These studies will count as electives in the Regular Normal, with full credit. The requirements for admission to Music or Home Economics courses are the same as for the Regular Normal (see below).

Extension and correspondence courses will later be available. Announcement will be made when the Legislature provides the money for these. A strong summer session is already in operation (see special announcement in the catalog).

Requirements for Admission

1. Graduates of approved secondary schools who can present evidence of having completed fifteen units of high school work will be admitted as regular students to the State Normal Schools.

2. A unit shall consist of not less than thirty-six weeks of work requiring at least four periods per week of not less than forty minutes per period or its time equivalent. (Subjects not requiring out-of-class preparation or study shall require double time in estimating the units).

3. Credentials of all students entering the State Normal Schools shall be required and evaluated by the Normal Schools and submitted to the State Department of Public Instruction for approval.

4. Adequate knowledge of the subject matter in the elementary subjects will be presupposed on the part of all students admitted to the Normal Schools.

5. Required units.

English	3 units	
Mathematics	1 unit	
Science	1 unit	
Social Studies . . .	1 unit,	after September, 1923, 2 units
Elective	9 units,	after September, 1923, 8 units
Total	15 units	

6. The holders of permanent and professional certificates will be given one unit toward admission as regular students to the Normal Schools for each subject of high school grade written on the certificate.

7. Advanced credit will be given for equivalent course in approved teacher training institutions, but no student may obtain a Normal School certificate without a minimum residence of one year.

8 For the present the Normal Schools, shall, when necessary, conduct a secondary department of first class high school grade for those students who do not have similar high school facilities available in their home communities.

Students Must Select One of Four Curricula.

The four curricula that are offered to students have been organized upon the principle that teaching in the elementary schools can be classified into sufficiently definite types to require specialization. Each curriculum prepares for a specific type of teaching position.

The two years' work of the Normal School is divided into four semesters. The work of the first semester is the same for all students. A large purpose for the work of the first semester is to acquaint students with the requirements for successful teaching in the different grades so that they may be able to decide intelligently in what grade or grades they prefer to teach. The course entitled "Introduction to Teaching", which includes observation and participation in the training school, is especially designed to aid students in a wise selection of a curriculum.

At the end of the first semester students are asked to select one of the four curricula for the purpose of specialization in a specific field of teaching. The work of each curriculum must be completed in its entirety. Students may be granted the privilege of changing from one curriculum to another only on condition that the prescribed courses of any curriculum must be completed before a certificate of graduation is granted.

The Four Curricula.

Group I—Kindergarten-Primary—for teachers of Kindergarten and Grades 1, 2, and 3.

Group II—Intermediate Grades—for teachers of Grades 4, 5, and 6.

Group III—Grammar Grades and Junior High School—for teachers of Grades 7, 8, and 9.

Group IV—Rural—for teachers of rural schools.

GROUP I

(Kindergarten and Grades 1, 2, 3)

1st Semester

	Per.	S. H.
Introduction to Teaching.	4	3
English Fundamentals ...	3	3
English Composition	2	2
Nature Study	3	2
Art	4	2
Handwriting	2	1
Personal and School Hyg.	2	2
Health Education	3	1½
Elective	3	3
	26	19½

2nd Semester

Psy. and Child Study....	3	3
Kindergarten Theory	2	2
Oral Expression	2	2
English Composition	2	2
The Teaching of Numbers	2	2
The Teaching of Geog. ...	1	1
The Teaching of Hist. ...	1	1
Industrial Arts	4	2
Health Habits	1	1
Health Education	3	1½
Elective	3	3
	24	20½

3rd Semester

Student Teaching	10	10
School Efficiency	3	3
The Teaching of Primary Reading	3	3
Health Education	3	1½
Elective	3	3
	22	20½

4th Semester

Hist. and Prin. of Ed. ...	4	4
Children's Literature and Story Telling	3	2
Citizenship	2	2
Industrial Arts	4	2
Music	4	2
Health Education	3	1½
Elective	6	6
	26	19½
Total	98	80

GROUP II

(Grades 4, 5, 6)

1st Semester

	Per.	S. H.
Introduction to Teaching.	4	3
English Fundamentals ...	3	3
English Composition	2	2
Nature Study	2	2
Art	4	2
Handwriting	2	1
Personal and School Hyg.	2	2
Health Education	3	1½
Elective	3	3
	26	19½

2nd Semester

Psy. and Child Study....	3	3
Oral Expression	2	2
English Composition	2	2
The Teaching of Arith. ..	3	3
The Teaching of Geog....	3	3
The Teaching of Hist. ..	3	3
Health Education	3	1½
Elective	3	3
	22	20½

3rd Semester

Student Teaching	10	10
School Efficiency	3	3
The Teaching of Oral and Written Comp.	2	2
Sewing	2	1
Health Education	3	1½
Elective	3	3
	23	20½

4th Semester

Hist. and Prin. of Ed.	4	4
Juvenile Literature and Silent Reading	3	2
Citizenship	2	2
Music	4	2
Prevocational Education..	3	3
Health Education	3	1½
Elective	6	6
	25	20½
Total	96	81

First column—number of sixty minute periods per week.

Second column—number of semester hours of credit.

GROUP III

(Grades 7, 8, 9)

1st Semester

	Per.	S. H.
Intro. to Teaching	4	3
English Fundamentals	3	3
English Composition	2	2
Nature Study	3	2
Art	4	2
Handwriting	2	1
Personal and School Hyg.	2	2
Health Education	3	1½
Elective	3	3
	26	19½

2nd Semester

Psy. and Adolescence	3	3
Oral Expression	2	2
English Composition	2	2
The Teaching of Math.	3	3
The Teaching of Geog.	3	3
The Teaching of Hist.	3	3
Health Education	3	1½
Elective	3	3
	22	20½

3rd Semester

Student Teaching	10	10
School Efficiency	3	3
Health Education	3	1½
Elective	6	6
	22	20½

4th Semester

Hist. and Prin. of Ed.	4	4
Juvenile Literature and Silent Reading	3	2
Citizenship	2	2
Music	4	2
Health Education	3	1½
Elective	9	9
	25	20½
Total	95	81

GROUP IV

(Rural)

1st Semester

	Per.	S. H.
Intro. to Teaching	4	3
English Fundamentals	3	3
English Composition	2	2
Nature Study	3	2
Art	4	2
Handwriting	2	1
Personal and School Hyg.	2	2
Health Education	3	1½
Elective	3	3
	26	19½

2nd Semester

Psy. and Child Study	3	3
Oral Expression	2	2
English Composition	2	2
The Teaching of Arith.	3	3
The Teaching of Geog.	3	3
The Teaching of Hist.	3	3
Health Education	3	1½
Elective	3	3
	22	20½

3rd Semester

Student Teaching	10	10
Primary Methods	3	3
The Teaching of Oral and Silent Reading	3	3
Health Education	3	1½
Elective	3	3
	22	20½

4th Semester

Hist. and Prin. of Ed.	4	4
Rural School Problems	3	3
Agriculture	3	3
Citizenship	2	2
Rural Sociology	2	2
Music	4	2
Health Education	3	1½
Elective	3	3
	24	20½
Total	94	81

First column—number of sixty minute periods per week.
Second column—number of semester hours of credit.

All electives are taught from the professional point of view and are college grade of work.

All electives are to be chosen with special reference to the group in which the teacher is preparing to teach and with the approval of the principal of the school.

Each Normal School is required to offer at least one elective in each of the six groups of electives. Additional electives of similar grade may be offered at the discretion of the principal of the school.

	Semester Hours Credit
Education—	
Educational Measurements	3
Educational Psychology	3
Kindergarten-Primary Methods	3
School Administration	3
Psychology of Adolescence	3
Physiological Psychology	3
English and Foreign Language—	
English Literature	3
Latin	6
Modern Language	6
Mathematics—	
Solid Geometry	3
Plane and Spherical Trigonometry	3
Plane Trigonometry and Surveying	3
Intermediate Algebra	3
Advanced Alegrebra	3
Science—	
Agriculture	3
Biology	6
Botany	3
Zoology	3
Chemistry	6
Geography	3
Geology	3
Physics	6
The Teaching of General Science	3
Social Studies—	
Economics	3
History	3
Sociology	3
Arts—	
Cookery	2
Art	2
Music	2
Mechanical Drawing	2
Sewing	2
Woodwork	2

BRIEF DESCRIPTION OF THE COURSE OF STUDY

The State Course of Study

The state course of study is used as the basis for the courses in the teaching of the elementary school subjects.

Classification and Numbering of Courses

All courses are classified in seven departments. All courses numbered below 10 are common to all groups. A decimal indicates that two or more courses of the same department occur in the same semester. A single digit or the last of two digits indicates the semester in which the course occurs. The first of two digits indicates the group in which the course occurs.

EDUCATION

Education 1—Introduction to Teaching

All groups, 1st semester. 4 periods, 3 hrs. credit.

The primary purpose of this course is to aid students in selecting a specific curriculum at the end of the first semester, and to imbue them with a strong professional spirit and high standards of professional ethics. It includes consideration of the different types of teaching service, the general aims of the public schools and, more specifically, the work to be accomplished by the primary, intermediate, junior high and rural schools respectively, a brief sketch of the characteristics of children in these different types of schools and the qualifications required of teachers to meet the needs of children at the different age levels in these different types of schools. The broad social aims of each type of school and its relation to the state are emphasized.

The instruction in this course is closely correlated with frequent visits of observation and participation in the training school.

Education 2—Psychology and Child Study

All groups, 2nd semester. 3 periods, 3 hrs. credit.

This is an elementary course in psychology combining the important topics of both general and educational psychology, and forming the basis of the specific courses in educational theory and practice. The chief topics considered are: (a) instinctive tendencies; (b) habit-

formation; (c) memory, association (including localization of functions), and economy of learning; (d) the affective life; (e) the thought processes; (f) the extent and causes of individual differences among children, and the use of intelligence tests in determining them; (g) the treatment of exceptional children. About one-third of the course is given to the study of the characteristics of children at the different levels of growth. One laboratory period each week is given to the observation of children. While this course is practically identical in all curricula, there is a differentiation in the observation of children and in the laboratory experiments, each group emphasizing the characteristics of children at the age level of its particular curriculum.

Education 12—Kindergarten Theory

Group I, 2nd semester. 2 periods, 2 hrs. credit.

This course deals primarily with kindergarten aims, purposes, technique, and equipment. Special attention is given to modern tendences in kindergarten practice, and particularly to the relation of the kindergarten to the primary grades. Observation and participation in the training school is a prominent feature of the course.

Education 13—School Efficiency

Group I, 3rd semester. 3 periods, 3 hrs. credit.

This course correlates closely with the student teaching, deriving a large part of its meaning from the teaching experience of the student. The instruction is shaped by the aim and purposes of the kindergarten and grades one, two and three, and includes such topics as: class-room routine, the organization of the daily study and recitation program; hygiene standards for and care of class-rooms; the making and keeping of records; and is followed by the analysis and study of class-room technique as: the significance of the play spirit in the primary grades; the management of primary grades; the use of seat work; the value of dramatic expression; types of class-room exercises applicable in the primary grades; and the project and problem method as applicable to children of this age; and the practical application of educational tests and scales.

Education 23—School Efficiency

Group II, 3rd semester. 3 periods, 3 hrs. credit.

This course correlates closely with the student teaching deriving a large part of its meaning from the teaching experience of the student. The instruction is colored and shaped by the purposes and nature of the work in the intermediate grades and includes class-room routine, and daily study and recitation program, hygienic standards for and care of class-rooms, the making and keeping of records, and is followed by the analysis and study of such class-room technique as:

methods of lesson assignment; types of class-room exercises; efficient methods of study; types of questioning; the value and uses of intelligence and educational tests; and the project and problem method as applicable to the fourth, fifth and sixth grades. The problem of discipline in these grades receives attention.

Education 33—School Efficiency

Group III, 3rd semester. 3 periods, 3 hrs. credit.

This course deals with the principles of instruction common to the teaching of all subjects in the seventh, eighth and ninth grades and is closely correlated with student teaching. Consideration will be given to such topics as types of lessons, the recitation, the assignment, the question, the project and problem method, the socialized recitation, lesson plans, supervised and independent study, the use of educational tests and scales, problems in discipline, economy in classroom management. A considerable part of the time of this course is devoted to a discussion of educational guidance problems. The course analyzes the processes and problems of the important types of human occupations, the aptitudes and training required for each, the financial rewards, the hazards, the opportunities and avenues for advancement in each field. As far as possible typical occupations are studied at first hand including occupations of agriculture, manufacture, transportation, exchange, public service, professional service, domestic and personal service, and clerical occupations. The pertinent printed matter in books, pamphlets and magazines is examined and organized.

Education 43—Primary Methods

Group IV, 3rd semester. 3 periods, 3 hrs. credit.

This is a composite course including the best modern primary methods in number, geography, history, and handwork. It is devoted to a consideration of environmental materials in geography and the development of correct geographical concepts; to the aims and purposes of history in the primary grades and the materials available for these grades, with emphasis on the selection of materials for patriotic and other special days; to the best methods of inculcating in children simple health habits; and to the best available means of seat work through paper cutting, weaving, clay modeling, etc.

Education 4—History and Principles of Education

All groups, 4th semester. 4 periods, 4 hrs. credit.

This is an integrating course and aims to bring together and interpret the details of educational theory and practice represented by the preliminary courses, and to leave with the student a unified body of educational doctrine. The course begins with a brief review of the origin and development of present day practices and tendencies in

public school education, the large emphasis being placed on these movements that have originated, or at least have come into prominence, since the time of Rosseau. The discussion of such topics as: the aims and purposes of education; the development of various conceptions of educational values; and the history and present status of such educational movements as: vocational education; the treatment of backward children; scientific measurements; the junior high school; the doctrine of interest; formal discipline; the transfer of learning; project and problem teaching; and the socialized recitation.

Education 44—Rural School Problems

Group IV, 4th semester, 3 periods, 3 hrs. credit.

The aim of this course is similar to that of the course in School Efficiency in Groups I, II, and III, and includes in addition the defects of the one-room rural school treated constructively, not destructively; the advantages of consolidation; the organization of the rural school; the daily study and recitation program reducing the number of classes by combining grades, alternating grades, correlation, etc.; vitalizing the course of study; club work; community center work; heating and ventilation; play and recreation; and beautifying the school grounds. The discipline of the rural school is discussed.

Education 3—Student Teaching

All groups, 3rd semester. 10 periods, 10 hrs. credit.

THE TRAINING SCHOOL. The training school is the pivotal point of all the work of the normal school. It functions as a laboratory for every department of the school and articulates with particular intimacy with the Department of Education.

OBSERVATION AND PARTICIPATION. Although student teaching is confined to the senior year, junior students are given frequent opportunities for participation in the work of the training school, and observation of expert teaching, in the training school is a feature of all the courses in education and of many other courses throughout the curricula. One critic teacher is assigned to each two class rooms and demonstration lessons are taught from time to time in exemplification of the various phases of good educational practice.

DISTRIBUTION OF TIME. A minimum of two consecutive sixty-minute periods per day for one semester is given to student teaching. Where two student teachers are assigned to the same class in the training school the assignments are so adjusted that each student teacher has a definite problem. The distribution of teaching time is designed to give progressively to the student an increasing class responsibility.

LESSON PLANS. Plan forms are used upon which all lessons taught by student teachers are planned. Critic teachers hold daily conferences with the student teachers under their charge and approve all lesson plans of student teachers before the lessons are taught.

STUDENT TEACHERS. Every student teacher confines his teaching to the grades of the group which he has elected. Student teachers electing group I and group II have practice experience in all the subjects of the curriculum and, if possible, in all the grades of the group. Student teachers electing group III confine their practice teaching largely to the subjects in which the student has elected to specialize and if possible, have practice teaching in all the grades of the group. Student teachers electing group IV confine their practice teaching largely to the rural one-room ungraded school and have opportunity for contact with the community problems. All assignments for student teachers contemplate the completion of a unit problem.

TRAINING CLASSES. Training classes aim to have not less than twenty nor more than thirty pupils, that is, enough pupils to set up a normal social situation and yet not so many as to unduly tax the limited skill of the teacher.

THE PUPILS. The pupils in the training school by reason of the careful planning of each lesson and the close supervision of expert teachers, as well as through the use of abundant and elaborate equipment of the normal school, are most favorably situated to secure the best possible education.

ENGLISH AND FOREIGN LANGUAGE

ENGLISH

English 1—English Fundamentals

All groups, 1st semester. 3 periods, 3 hrs. credit.

The purpose of this course is to acquaint the student with the source of material in English and the forms of correct expression.

A definite standard of written and spoken English must be acquired and maintained by all students. Further work in English without extra credit will be required of all who fail to reach and maintain this standard.

A few periods of instruction are given in the method of classifying and cataloguing books and in the use of reference books, readers' guides, etc.

About a third of the time of the course is devoted to a thorough review in the basic principles of English grammar and special attention is paid to the structure of sentences and the syntax of their various parts. The course includes a brief history of the language and the principles underlying its development.

About a sixth of the time of the course is devoted to a study of words including pronunciation, diacritical marking based on a generally recognized system of phonetics and attention is paid to basic principles in etymology.

English 1.1, 2.1—English Composition

All groups, 1st and 2nd semesters. 2 periods, 2 hrs. credit each semester.

This course includes a thorough study of the forms of English prose composition together with much practice in writing. The four types of English prose, narration, description, exposition and argumentation are carefully studied and analyzed with reference to form, content and technique. Special attention is given to the essay and the short story as media of prose expression and students are required to write frequent themes illustrative of the various prose forms discussed. These are made the subject of class criticism and discussion. The teacher in charge of the class meets the students from time to time for personal consultation.

English 2—Oral Expression

All groups, 2nd semester. 2 periods, 2 hrs. credit.

This course is designed primarily to insure (1) a good teaching voice and (2) effective address with facility and ease in oral expression.

English 13—The Teaching of Primary Reading.

Group I, 3rd semester. 3 periods, 3 hrs. credit.

The primary aim of this course is to enable the student to acquire skill in the teaching of reading to beginners including the development of skill in the use of phonics. The course includes a comparison of the principal methods of teaching reading and the historical development of various methods of teaching reading are traced. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in reading. This course is accompanied with observations of primary reading classes as well as the actual teaching of reading.

Eiglish 23—The Teaching of Oral and Written Composition.

Group II, 3rd semester. 2 periods, 2 hrs. credit.

The aim of this course is to ascertain how to secure free self expression from the pupils in oral and written composition. Special stress is placed upon oral composition as speech functions more largely than written composition in life. The prospective teacher is made to realize the necessity of assisting the pupil to form clear percepts and images as a basis for clear expression. The acquisition of a vocabulary by the pupil and his manner of applying it in the expression of his thought is carefully studied. Easy and natural transition from oral to written composition is the end sought in the teaching of composition. The use of standard measurements and tests in oral and written composition is taught in connection with this course.

English 43—The Teaching of Oral and Silent Reading

Group IV, 3rd semester. 3 periods, 3 hrs. credit.

The aim of this course is to enable the student to acquire skill in the teaching of reading to beginners and the handling of the technique of silent reading with older pupils. Attention is given to the development of skill in the use of phonics. Consideration is given to the psychological processes involved in reading. The student acquires familiarity with the means of measuring efficiency in oral and silent reading. The course includes a comparison of the principal methods of teaching reading and is accompanied with observation of oral and silent reading classes as well as the actual teaching of such classes.

English 14—Children's Literature and Story Telling

Group I, 4th semester. 3 periods, 2 hrs. credit.

This course involves the collection and study of literature in verse and prose suited to children of this age. The selections are studied for the purpose of finding the elements contained therein that are likely to appeal strongly to children. The study of folk tales and fairy stories is included in this course.

The course in story telling covers the principles involved in telling stories to children. It involves also the application of the principles of child psychology and voice training to the telling of stories.

English 24—Juvenile Literature and Silent Reading

Group II, 4th semester. 3 periods, 2 hrs. credit.

This course is planned to give a foundation for teaching literature and silent reading to pupils of the intermediate grades.

It aims to give an adequate knowledge of those literary types that are most suitable for children of this age.

Magazines and current literature are studied and selection made from these sources as well as from standard authors.

A study is made of the difficulties that children meet in their effort to comprehend thought from the printed page. Students are made familiar with the scientific measurements of silent reading.

English 34—Juvenile Literature and Silent Reading

Group III, 4th semester. 3 periods, 2 hrs. credit.

This course aims to make an intensive study of the literature suitable for pupils of the grammar grades and junior high school.

Emphasis is placed upon the ethical situations developed in the reading of pupils of this age. The course also aims to give students control over the technique of teaching silent reading. Students become familiar with the standard measurements of silent reading.

MATHEMATICS

Mathematics 12—The Teaching of Number

Group I, 2nd semester, 2 periods, 2 hrs. credit.

This course covers intensively the work in arithmetic of the first three grades. Parallel with this, is a careful consideration of the approved methods of developing number concepts, of providing measurements and other forms of application, of correlating the number work with the work of other subjects, of conducting drill on number "facts," etc. The methods are illustrated by the observation of actual work with children, by demonstration lessons, and by the study and use of simple apparatus and materials, visual aids, etc. A sketch of the historical development of methods of teaching primary arithmetic is a feature of the course.

Mathematics 22—The Teaching of Arithmetic

Group II, 2nd semester, 3 periods, 3 hrs. credit.

This course aims to develop a systematic presentation of the facts and principles of arithmetic with special emphasis upon the topics that are most significant in the work of the intermediate grades. The treatment illustrates at every step the most effective methods of teaching arithmetic. Attention is given to the results of the recent experiments in the psychological processes involved in the teaching of arithmetic and to the measurement of efficiency in this subject by the standard test and scales. Observation of the teaching of arithmetic in the intermedite grades is an essential part of the course.

Mathematics 32—The Teaching of Mathematics

Group III, 2nd semester. 3 periods, 3 hrs. credit.

This course includes important topics in the teaching of arithmetic in the seventh and eighth grades and in the junior high school. Emphasis is placed upon the commercial and industrial applications of arithmetic, with much practice in the making and solution of problems. Attention is given to the teaching of a course in composite mathematics in the junior high school. The use of standard measurements is given consideration. Observation of the teaching of mathematics in these grades is a requirement of the course.

Mathematics 42—The Teaching of Arithmetic

Group IV, 2nd semester. 3 periods, 3 hrs. credit.

This course aims to present a systematic study of the topics in arithmetic that are found in the course of study of the rural school. A special effort is made to have students understand how to use the recources of the country in supplying opportunities for the application of arithmetic. Attention is given to the psychology of arithmetic and to the standard measurements in this subject. Observation is an essential part of the course.

SCIENCE

Science 1—Nature Study

All groups, 1st semester. 3 periods, 2 hrs. credit.

The word nature study is used in a broad sense to cover all phases of elementary science adapted to all groups. This course aims to give the student a definite body of knowledge of common forms of environment materials and to supply the principles that will guide him in selecting and using environmental materials wherever he may be located. The course includes as wide a range of observation as possible of materials which the prospective teacher may be called upon to use in his work. Field trips are supplemented by laboratory study. For teachers of the upper grades a differentiation is made in favor of materials that supply the basis for further scientific study especially in the field of biology.

Science 12—The Teaching of Geography

Group I, 2nd semester. 1 period, 1 hr. credit.

The emphasis in this course is upon the use of environmental materials for the purpose of developing in the minds of the children correct geographical concepts as to the direction, location and geographical forms. Students have practice in choosing materials for study, as well as demonstrations of the materials and methods employed by others. An attempt is made to furnish instruction that will enable the student later to adapt his knowledge to the environment in which he is teaching. A part of the time is devoted to laboratory and field work.

Science 22, 23, 42—The Teaching of Geography

Groups II, III, IV, 2nd semester. 3 periods, 3 hrs. credit.

This is a general course in geography given from the standpoint of man's reaction to his environment and aims to co-ordinate fundamental principles of geography. The course is developed from the viewpoint of casual relations rather than the mere enumeration of facts and principles. As far as time permits some study is made of regional geography as a type of further application. Students get training in the organization and the presentation of geographic data through the use of the project problem method; in the preparation and the use of maps, graphs, diagrams, and other illustrative material; and in the problems and methods involved in teaching field geography. Students are made familiar with the use of standard educational measurement in geography. The observation of classes in the teaching of geography is a necessary part of the course. Such differentiation in the application of the above principles and methods is made for the different groups as the course of study in geography requires.

Science 44—Agriculture

Group IV, 4th semester. 3 periods, 3 hrs. credit.

A large purpose of this course is to give to the teachers of rural schools an insight into and a sympathy with the basic industry of the rural population and to appreciate the larger aspects of this industry as related to our national welfare. The rural teacher is instructed how to relate a knowledge of agriculture to the experiences of rural children with a view of motivating the teaching of the common branches. Opportunity is offered for participation in agricultural projects so that teachers can initiate and supervise projects with their pupils. Through this course teachers come in touch with the leaders of agricultural improvement and learn of the available sources of information on agricultural subjects.

SOCIAL STUDIES

Social Studies 12—The Teaching of History

Group I, 2nd semester. 1 period, 1 hr. credit.

This course begins with the consideration of the aims and purposes of history in the primary grades. The course is devoted mainly to a study and practice in oral presentation and dramatization; and a consideration of the organization of material for special days, festivals, and patriotic exercises. Particular advantage is taken of the results of the work of Dewey in expressing historical movements through industrial arts. This course gives attention to work in civics with a view of having students teach children the fundamental civic virtues and afford a basis of social experience for the interpretation of new social situations as they arise. Emphasis is given to the teaching of significant civic virtues through stories, poems, songs, dramatization and various pupils activities.

Social Studies 22—The Teaching of History

Group II, 2nd semester, 3 periods, 3 hrs. credit.

The course includes a study of such history as will equip students to teach the history of the intermediate grades as recommended by the state course of study. Observation of teaching in these grades is a feature of the course.

Attention is given to teaching civics in the intermediate grades. The course for the fourth and fifth grades centers around the idea of community co-operation, emphasizing those who furnish us food, clothing, shelter, medical aid, light, transportation, protection, etc. The work for the sixth grade centers around the idea of industrial co-operation with emphasis upon vocational opportunities, study of community service through occupations, and the qualifications required for each occupation.

Social Studies 32—The Teaching of History

Group III, 2nd semester. 3 periods, 3 hrs. credit.

A course primarily for those specializing in social studies. An intensive course in the teaching of American history with emphasis on the European background. The difference between secondary and primary source material is shown and the student gets acquainted with available source materials as well as acquires a knowledge of the principle text and reference books. The value and danger of historical parallels is shown as well as the importance of relating the study of history to current events. Students are taught to test historical data and to interpret historical facts.

The teaching of community civics follows bulletin No. 23, 1915, of the United States Bureau of Education. The larger responsibilities of citizenship and of patriotism as revealed by the World War are presented and the student gets acquainted with the many books in these fields available for children as well as the proper reference material for the teacher.

Social Studies 42—The Teaching of History

Group IV, 2nd semester. 3 periods, 3 hrs. credit.

This is a composite course in the teaching of history and civics using as a basis the report of the Committee of Eight of the American Historical Association and bulletin No. 23, 1915, of the United States Bureau of Education entitled "The Teaching of Community Civics." Special emphasis is laid upon the opportunities for citizenship in rural communities and upon the ultimate dependence which all civilization has upon the products of the soil. This course aims to develop resourcefulness in the student in the use of available text and reference books.

Social Studies—Citizenship

All groups, 4th semester. 2 periods, 2 hrs. credit.

This course aims to clearly define the meaning of democracy and to discuss the fundamental problems in a democratic social system; to point out the community relationships as expressed in family, church, school, industry and state to the development of democracy; to emphasize the responsibilities of the individual citizen in his vocation, in his poltical activities, in his use of leisure, and in the many aspects of social intercourse to the life of democracy; and to all the phases of democracy to make clear the responsibilities of teachers and of public education.

Social Studies 44—Rural Sociology

Group IV, 4th semster. 2 periods, 2 hrs. credit.

The primary aim of this course is the inculcation in the minds of the students of a love for and just appreciation of the importance of a healthy country life, and includes consideration of such topics as: defects of present day country life, treated constructively; the lack of rural pride and rural co-operation; land tenantry; migration from the country to the city and its causes; co-operative buying and selling; the need for scientific agriculture; the country home; the country church; good roads; and the country school as an agent in intellectualizing, socializing and spiritualizing country life.

ARTS

Arts 1—Art

All groups, 1st semester. 4 periods, 2 hrs. credit.

The aim of this course is to enable students to teach the public school course of study in drawing, including the representation of common objects, the elementary principles of design, lettering, composition and color harmony in their application to dress, home, school, and community interests; to give students facility and confidence in their ability to draw and illustrate on the blackboard a wide range of school subjects; to develope appreciation of art and ability to teach pupils the appreciation of art including the study of pictures. Such differentiation is made in this course for the different groups as the course of study requires, including the teaching of the elements of mechanical drawing for the upper grades.

Arts 1.1—Handwriting

All groups, 1st semester. 2 periods, 1 hr. credit.

At the beginning of this course the handwriting of students is measured by one of the handwriting scales and if they fall below the standard set for teachers they are put in special classes for practice. The time of this course is devoted largely to methods of teaching writing and to developing skill in blackboard writing. Students are instructed in the results of the recent investigations in the psychology of writing. Through measuring their own handwriting and the handwriting of children, students become acquainted with the use of handwriting scales.

Arts 12—Industrial Arts

Group I, 2nd semester. 4 periods, 2 hrs. credit.

This course aims to instruct students in the use of various materials that will enable them to work out simple problems as they arise out of the daily necessities of food, clothing and shelter. Students learn to appreciate the problems that are within the interests of

children and how such problems may be graded according to the child's control of technique. The course includes clay modeling, paper and card-board construction and simple problems in wood and textiles. Students observe demonstrations of this work in the training school and participate in such work.

Arts 23—Sewing

Group II, 3rd semester. 2 periods, 1 hr. credit.

The aim of this course is to enable students to teach simple stitches to pupils of the fourth, fifth and sixth grades and to handle projects in the making of various articles for personal and household use.

Arts 14—Industrial Arts

Group I, 4th semester. 4 periods, 2 hrs. credit.

This course gives continued attention to the use of handwork as an illustrative factor in the teaching of nature study, geography, history, literature, arithmetic, and industrial activities of life. Emphasis is given to technique and the organization of such forms of handwork as may be used successfully in the regular class room. The course includes work in paper and cardboard, bookmaking, basketry, textiles, pottery and wood. Students observe demonstration of this work in the training school and participate in such work.

Arts 4—Music

All groups, 4th semester. 4 periods, 2 hrs. credit.

This course presupposes a knowledge of the elements of music. The purpose of this course is to fit students to teach music in the public schools. The salient features of this course are: a treatment of the child voice, a study of the tonal and rhythmic problems of each grade, ear training, melody writing, sight reading, and part singing, a study of the song material adapted to each grade, the use of the phonograph to develop musical appreciation, and the development of musical programs. Students are taught how to apply the standard musical tests to discover musical talent. Observation and practice teaching are a requirement of the course.

Arts 24—Prevocational Education

Group II, 4th semester. 3 periods, 3 hrs. credit.

The aim of this course is to enable students to develop for the pupils of the fourth, fifth and sixth grades an elementary knowledge of the industries concerned with the fundamental needs of clothing, food and shelter. The construction of a house is the objective of the

course. It includes the making of paper furniture, the stenciling of patterns and the weaving of fabrics on small hand looms, simple carpentry work necessary for the erection of a one-story house and its partition into rooms, problems of distribution of size and space, convenience of access, and discussion of the question of lighting, heating, and ventilation, and the industries of carpentry, plastering, plumbing, brick laying, stone masonry, etc. Students are taught to motivate the handwork of this course through their ability to discuss industrial processes through excursions with their pupils to industrial plants or observation of workmen engaged in industry, together with the description and examination of materials.

HEALTH EDUCATION

Health 1.1—Personal and School Hygiene

All groups, 1st semester. 2 periods, 2 hrs. credit.

Personal Hygiene—The aim of this course is to secure in the students settled habits in the care of the body which will lead to stronger, healthier and more efficient lives. The course aims to have students understand the hygiene of posture, nutrition, clothing, exercise, fatigue, rest and sleep; the causes of ill health and disease together with their control and prevention. Only those facts of physiology and anatomy which have special significance for hygiene are considered. The instructor will hold personal conferences with students as a part of the course.

School Hygiene—(The aim of this course is to equip the student with the knowledge of school and child hygiene necessary for a teacher.) The following topics are included: normal growth and its standards; the ill effects of malnutrition, bad air, lack of exercise, excessive exercise, lack of proper rest, defective vision, defective hearing, adenoids, diseased tonsils; remedies for various defects and the best methods of treating them from the school standpoint; hygiene of program making; school sanitation, including school furniture, ventilation, heating, lighting, water supply, toilets, etc.; regulations of state and local boards of health; the problem of nutrition as applied to school children with laboratory exercises in food values and food preparation. Observation of good hygienic school conditions and of good hygiene teaching is an important feature of this course.

Health 12—Health Habits

Group I, 2nd semester. 1 period, 1 hr. credit.

This course deals with the best methods of inculcating in the child proper habits of health, and includes methods of teaching cleanliness, value of bathing, care of the teeth, proper diet, tooth brush drills,

proper clothing, protection of the eyes, importance of fresh air and sunlight, protection against contagious diseases, causes of fatigue, and the value of rest and recreation.

Health 1, 2—Health Education

All groups, 1st and 2nd semester. 3 periods, 1½ hrs. credit each semester.

Two hours each semester—Physical Education—floor work; apparatus; marching; rhythmic work, including clubs, wands and folk dancing; games, athletics including track and field events, tennis, hockey, hiking, skating, etc. Corrective work including proper exercise for students unable to take regular gymnasium work.

One hour each semester—a graded course in health education including physical exercises and games arranged to meet the needs of children at various stages of development through the grades. Discussion of the different theories of play, and the management and equipment of playgrounds. First aid in emergencies is included.

Health 3, 4—Health Education

All groups, 3rd and 4th semesters. 3 periods, 1½ hrs. credit each semester.

Two hours each semester—Physical Education—floor work; apparatus; marching; rhythmic work, including clubs, wands, and folk dancing; games; athletics including track and field events, tennis, hockey, hiking, skating, etc. Corrective work including proper exercises for students unable to take regular gymnasium work.

One hour each semester—the graded course in health education for children continued. Demonstration lessons and student teaching. Athletic activities for use on playground. Physical examination of school children.

Social Hygiene—a part of the time of this course is devoted to a discussion of problems of heredity, environment, sex hygiene and eugenics.

SPECIAL DEPARTMENTS

The special courses in Home Economics and Music, formerly two years in length, are now three years, and graduates will be eligible to the best positions in the state. (See statement under "Special Departments" of the New Course of Study.)

The requirements for admission are the same as to the new Regular Normal course—15 units of High School subjects. A minimum unit at present is 96 hours of recitation in a subject, estimated as follows: 36 weeks, 4 periods a week, 40 minutes to period. Graduates of first class high schools easily qualify. Graduates of some second class high schools may have 15 units; but graduates of third class high schools have only 10 units. Additional units may be taken in the Secondary Department of the Normal, so that third class high school graduates may take up five units in one year. If interested, see page 39 of this catalog.

HOME ECONOMICS

A semester is 20 weeks.

Tuition in the Home Economics Department is $3.50 a week, less $2.00 a week which the State pays for those who are 17 years old. Beginning with September, 1921, there is strong probability that no tuition charge will be made to students. We shall know early in the Summer when the State Legislature adjourns.

Enrollment fee is $10 a semester; or $20 for the year.

DOMESTIC SCIENCE COTTAGE

A beautiful cottage on the campus is devoted exclusively to the work of the department. The young ladies live here with their instructors and learn practical home-making. This is a feature that adds greatly to the practical, as well as the theoretical, part of the course, and stimulates interest either for public school or social usage.

FIRST YEAR

First Semester

	Per.	S. H.
Eng. Fund. & Eng. Comp.	4	4
Lib. Methods	1	1
Household Physics	4	3
Cookery	8	5
Practical Housekeeping	2	1
Elem. Sewing	4	2
Health Education	3	1½
Personal & Sch. Hygiene	2	2
Citizenship	2	2
	30	21½

Second Semester

	Per.	S. H.
Household Physics	7	3
Cookery	6	4
Practical Housekeeping	2	2
Psychology & Adolescence	3	3
Oral Expression	2	2
Garment Making and Dressmaking	4	2
Health Education	3	1½
Laundry	2	1
	29	17½

SECOND YEAR

Third Semester

	Per.	S. H.
Household Chemistry	7	3
Methods of Teaching D. S. and Obs. of Teaching	3	3
Drawing	4	2
Nutrition	3	3
Penmanship	2	1
Design	4	2
Textiles	2	2
Clothing Conservation	4	2
	29	18

Fourth Semester

	Per.	S. H.
Household Chemistry	7	3
Methods of Teaching D. S. and Obs. of Teaching	3	3
Bacteriology	2	2
Home Nursing	2	2
Design	4	2
Industrial Arts	4	2
Dressmaking & Tailoring	6	3
	28	17

THIRD YEAR

Fifth Semester

	Per.	S. H.
Student Teaching	5	5
Meal Planning & Serving	2	1
Embroidery	4	2
Basketry	4	2
House Planning and Furnishing	3	3
Household Management	6	3
	24	16

Sixth Semester

	Per.	S. H.
Student Teaching	5	5
Sociology or Economics	3	3
Millinery	4	2
Luncheon Management	6	3
Chemistry of Foods	7	3
Hist. & Prin. of Ed.	4	4
	29	25

Electives

	S. H.
French	4
Art Appreciation	10
Music	2
	16

For the following subjects see Regular Normal course of study:

Physics,
Health Education,
Personal and School Hygiene,
Psychology and Adolescence,
Oral Expression,
Chemistry,
Drawing,
Industrial Arts,
Sociology of Economics.

Description of Subjects

D. S. I. Cookery—A study of the principles involved in preparation of foods and the application of the principles of cookery to the preparation and serving of meals.

D. S. II. Meal Planning and Serving.—The planning, preparation and serving of meals in the practice house, and serving formal meals and refreshments for various occasions.

D. S. III. Lunch-room Management.—The planning and serving of hot lunches to the students in the Training School.

D. S. IV. Household Management.—The principles of household management applied to the home. Experience in the various household activities is gained in the Practice House under the direction of the supervisor, and in turn each Senior has charge of the work in the second Practice House. Attention is given to budgets, division of time and labor and other features of home management.

D. S. V. Methods of Teaching Domestic Science and Observation of Teaching.—Theory of teaching Domestic Science, including the presentation and planning of lessons and courses of study and types of equipment and cost. A portion of the time to be spent in the observation of teaching.

D. S. VI. Nutrition.—A general study of foods and nutrition to supplement the work of the Normal course.

D. S. VII. Chemistry of Foods.—A detailed study of the three classes of foods and the various enzymes and special study of milk and other foods.

D. S. VIII. Household Chemistry.—A study of water, fuels, textile fibre and fabrics, laundry re-agents, disinfectants, etc.

D. S. IX. Home Nursing.—The course given under the auspices of the Red Cross or an equivalent course.

D. S. X. House Planning and Decoration.—The essentials in planning or remodeling a home, together with the decorations and furnishings in harmony with good taste and economy.

Domestic Art. I. Elementary Sewing.—Application of the various stitches and seams to practical problems. Hand and machine work to be included.

Dom. Art II. Garment Making and Dressmaking.—The principles of garment construction and the making of undergarments, waists, skirts, and dresses of wash material.

Dom. Art III. Dressmaking and Tailoring, including the use of silk and wool materials, and the construction and finishes of tailored garments.

Dom. Art IV. Methods of Teaching Domestic Art, and the Observation of Teaching.—The theory of teaching Domestic Art, including the planning and presentation of lessons and courses of study. Problems of equipment and cost, and the observation of teaching.

Dom. Art V. Design.—Includes the principles of design and application in problems in interior decoration, china painting, costume design, etc.

Dom. Art VI. Clothing Conservation.—Renovation of material and remaking and remodeling various kinds of clothing.

Dom. Art VII. Basketry.—Raffia and reed work and the construction of baskets, trays, lamps, etc.

Dom. Art VIII. Millinery.—Study of fabrics, trimming and lining, renovating used materials and remodeling hats, etc.

Dom. Art IX. Embroidery.—Embroidery stitches and their application to articles of use, utilizing designs in Domestic Art V.

Dom. Art X. Textiles.—A study of textil fibres, evolution of industrial processes involved in the manufacture of fabrics. The classification and composition of standard materials.

MUSIC

INTRODUCTORY.

The instruction in this department is given by teachers who are artists of very superior ability and attainment. The work is founded upon the plan of the best conservatories of music and makes possible to the student at a most moderate fee opportunities which are offered only by schools of the highest order. It is the aim of the department to fit its graduates for efficient teaching or for public appearance.

PIANO.

The course in Piano covers four years. It requires one lesson a week and three practice periods a day through the first and second years, and two lessons a week and three practice periods a day through the third and fourth years. Either Voice or Orchestral Instrument should be studied, one lesson a week, through the last two years of this course. One year of piano should precede, or be taken in connection with, all the other courses. The course includes studies by Czerny, Loeschorn, Kuhlau, Bach's Two and Three Inventions, and Well Tempered Clavichord; sonatas of Mozart, Haydn and Beethoven and the works of Mendelssohn, Schumann, Chopin, Greig, Lizt, Rubenstein, Dvorak, etc.

VOICE.

Three years are required to complete the course in Voice. Special attention is given to tone production, voice placing and breathing, enunciation, phrasing, blending of registers, and the technical exercise of Bonoldi, Lutgen, Panofki, Lamperti, etc. English, Italian and German songs are taught and a suitable repertoire is selected and given to each student.

VIOLIN.

The course in Violin covers four years' work. It comprises studies by Hohmann, Dancla, Schubert, Henning, Kayser, DeBeriot, Kreutzer, Dont, Ries, Alard, Baillot, Sevick, Kross, Schradieck, Leonard, Compagnoli, Fiorillo, Rode, etc.; sonatas by Mozart, Bach, Handel, Greig and Beethoven and solos by the masters.

VIOLINCELLO.

An adequate course is offered for those who desire to study the Violincello. Work is also offered in Mandolin, Guitar, and Banjo.

ORGAN.

This course is open to any who have completed two years of piano. Its object is to prepare students for church positions, as well as to fit them for recital work and to become teachers of Organ. The works of the best composers for the organ are studied, considerable time being devoted to the study of Bach during the second year of the course. The school has an excellent three manual organ, built by the Austin Organ Company, of Hartford.

SYMPHONY ORCHESTRA.

A Symphony Orchestra averaging forty members, composed of students of the school, is maintained, and hold two rehearsals each week, giving opportunity to become familiar with the best forms of orchestral literature. The orchestra gives frequent concerts.

MUSIC SUPERVISORS.

Mansfield Normal is to be one of the few schools selected to train music supervisors under the reorganization plan of the Department of Public Instruction. This school for many years has been one of the musical centers of the State, with its splendid faculty and equipment. Graduates in the old Music Supervisors' course are now filling responsible positions in many states. The new course, begun in 1920, follows:

FIRST YEAR—Material and Methods (3)*; Sight Singing (2); Dictation (1); Piano (1); Voice (1); Orchestral Instrument (1); Theory and Harmony (2); History (2); Training School Observation (5); Psychology (3). Total—21 Recitation Hours a week.

SECOND YEAR—Material and Methods (2); sight singing (2); Dictation (1); Piano (1); Voice (1); Orchestral Instrument (1); Harmony (2); Appreciation (2); Practice Teaching (5); History of Education (4). Total—21 Recitation Hours a week.

THIRD YEAR—Critic Teachers' Class (1); Sight Singing (2); Dictation (1); Piano (1); Voice (1); Counterpoint, Instrumentation, Composition (2); Public School Violin Class, Ensemble, Choral, Orchestra and Band Conducting, Community Singing (1); Appreciation (1); Practice Teaching (5). Total—15 Recitation Hours a week.

*Recitation periods a week.

A semester is 20 weeks.

Tuition in the Music Supervisors' Course is $4.00 a week, less $2.00 a week which the State pays for those who are 17 years old. Beginning with September, 1921, there is strong probability that no tuition charge will be made to students. We shall know early in the Summer when the State Legislature adjourns.

Enrollment fee is $10 a semester; or $20 for the year.

COLLEGE PREPARATORY

(Secondary Department)

Maintained for the benefit of students who do not have adequate educational facilities in their home community to prepare for Normal Schools and colleges.

FIRST YEAR	
English I (4)	1 unit
Civics (3)	1 unit
Algebra I (4)	1 unit
Foreign Language I (4)	1 unit
General Science (3)	1 unit
Health Instruction (2).	
20 hours, total	5 units

SECOND YEAR	
English II (4)	1 unit
Mod. European Hist. (3)	1 unit
Algebra II (3)	1 unit
Foreign Lang. II (4)	1 unit
Biology (3)	1 unit
Health Instruction (2).	
19 hours, total	5 units

THIRD YEAR	
English III (4)	1 unit
Am. History (3 or 4)	1 unit
Plane Geom. (3 or 4) or Sew. and Cooking (4).	1 unit
Foreign Language or Elements of Economics (4) ½ yr. Arith. (4) ½ yr.	1 unit
Physics or Chem. (4)	1 unit
Health Instruction (2).	
22 hours, total	5 units

NOTE:—The figures in parenthesis indicate the recitation hours per week.

Health Instruction is offered two hours a week throughout the three years of 40 weeks each, or a total of 240 hours, giving an additional unit, or a total of 16 units, which is the fully recognized equivalent to a standard 4-year High School.

This course of four years' High School work is arranged so that a bright pupil may complete it in three years. Students of slower growth will require the full four years, but the course prevents the bright pupil from marking time as in many High Schools today.

The Department of Public Instruction allows 10 units toward admission to Normal Schools to graduates of third grade High Schools. Consequently, it is necessary for them to secure an additional five units, either in a first class high school or in the preparatory course of the Normal before taking up the regular or special courses. Graduates of second grade High Schools may also need a few units. The additional units required will be taken from the following subjects:

English (4)	1 unit
American History (3).	1 unit
Physics or Chem. (4)	1 unit
Health Instruction (2).	
For. Language (4)	1 unit
or Elements of Economics (4) ½ unit, and Arith (4) ½ unit	1 unit

Elect one unit from the following: Complete Plane Geometry, ½ unit; Arithmetic, ½ unit; Shop Work, ½ unit; Sewing, ½ unit; Cooking, ½ unit.

Students in the preparatory course, or secondary department, as it is sometimes referred to, who are 17 years old draw tuition free as do the Normal students, and all other expenses are the same as listed for Normal students.

Students in the preparatory course who have 13 or 14 units toward admission should be able to carry their conditions along with the first year of the Normal, graduating in two years. Students with less units toward admission will make up their required units in the preparatory course, and carry such subjects in the Normal as their time and program will allow.

ELOCUTION

(Oral Expression)

Special lessons—one or two a week—may be taken in connection with the Regular Normal or any of the special courses. (See Expenses in Special Departments.) If the full course, as outlined below, is taken, a certificate of graduation is granted.

FIRST YEAR— TWO LESSONS PER WEEK.

FALL

Evolution of Expression—Book I.
Mechanical Drills—Ott's "How to Use the Voice"—Part I.
Ott's "How to Gesture"—Chapters I to X inclusive.
Methods of Teaching Reading and Public Speaking in Public Schools.
An Easy Play.
Emerson College Chansonettes.

WINTER

Evolution of Expression—Book—II.
Thought and Emotion Expression—Ott's "How to Use the Voice" —Part II.
Ott's "How to Gesture"—Chapters XI to XXI, inclusive.
Methods of Teaching Reading and Public Speaking in Public Schools.
An Easy Play.
Class Recitals.
Emerson College Chansonettes.

SPRING

Evolution of Expression—Book III.
Ott's "How to Use the Voice." Analysis of Sections in Part III.
Ott's "How to Gesture." Chapters XV to XXV, inclusive.
Methods of Teaching Reading in Public Schools.
An Easy Play.
Class Recitals.
Emerson College Chansonettes.

SECOND YEAR—TWO LESSONS PER WEEK.

FALL

Evolution of Expression—Book IV.
Dramatic Interpretation of "As You Like It."
Cutting of Scenes and Entire Plays.
Comparison of Present Day Methods of Teaching Reading in Public Schools.
Practice in Teaching.
Bible and Hymn Reading.
Shurter's "Extempore Speaking" to Chapter V.
Alden's "The Art of Debate" to Chapter VI.
Public Recitals.

WINTER

Review of Evolution of Expression—Books I and II.
Dramatic Interpretation of "Taming the Shrew."
Comparison of Present Day Methods of Teaching Reading in Public Schools.
Practice in Teaching.
Bible and Hymn Reading.
Shurter's "Extempore Speaking" completed.
Alden's "The Art of Debate" completed.
Public Recitals.

SPRING

Review of Evolution of Expression—Books III and IV.
Dramatic Interpretation of "Hamlet."
Comparison of Present Day Methods of Teaching Reading in Public Schools.
Practice in Teaching.
Bible and Hymn Reading.
Study of Plays and Commmencent Programs for High Schools.
Presentation of a Modern Play.

Throughout these lessons specific attention is given to Vocal Technic, Pantomime, Impersonation, Gesture, Stage Managing, and Individual Repertoire.

SUMMER SESSION
1921

The general plan for the Summer Session has been adopted by the Board of Principals, and approved by the Department of Public Instruction.

TIME—June 20 to August 20 (nine weeks). Students come to Mansfield on Monday, June 20 (not before).

EXPENSES—Tuition free; board, $7.00 a week, $63; registration fee (which will include rental of such books as the Normal customarily rents), $10; deposit fee, $5. This latter will be returned at close of session if there are no damage claims against student. The full account must be paid on day of registration.

COURSES OF STUDY

Group A	Hours per week	No. of weeks	Sem. Hours
1. The Teaching of Arithmetic. (Normal School credit.) This course will include primary numbers, arithmetic, and composite mathematics, differentiated by groups where there are sufficient students.	3	9	1½
2. The Teaching of English. (Normal School credit.) This course will include reading, English grammar, spelling, oral and written composition.	3	9	1½
3. The Teaching of Social Studies. (Normal School credit.) This course will include United States history, history of Pennsylvania, civics. and patriotism.	3	9	1½
4. The Teaching of Science. (Normal School credit.) This course will include geography, physiology, hygiene, and general science.	3	9	1½

Group B.	Hours per week	No. of weeks	Sem. Hours
1. Public School Music			
(a.) Elementary Public School Music. (No Normal School credit.) Elementary course for those stduents who have not had the theory of music in grades or high school.	2	9	½
(b.) Advanced Public School Music. (Credit). Part of the regular Arts 4 course. Presupposes a kowledge of music.	2	9	½
1. Art. (No Normal School credit.) Elementary course for those students who have not had a good course in elementary art in grades or high school.	2	9	½
2. Art (Credit) Part of regular Art 1 course. Presupposes a previous elementary course.	2	9	½
3. Health Education. (No Normal School credit.) This course to include school gymnastics, playground, etc.	2	9	½

Group C.	Hours per week	No. of weeks	Sem. Hours
1. Handwriting, (Credit) Regular Art 1. 1 course.	2	9	½
2. Observation, Management and Methods. (Including Practice Teaching.)	6	9	3
3. Elective in Education. (Credit.) See Group C'.	6	9	3

All candidates for Provisional and Professional certificates are required to take all courses in Group A unless they have previous satisfactory credit for same. Full credit is to be accepted by County Superintendents.

In Group B all candidates for Provisional and Professional certificates will be required to take one course in Public School Music, one course in Art, and Health Education. Full credit is to be accepted by County Superintendents.

One elective six hours per week, or two electives three hours per week will be required of all students.

Group C'. Recommended Courses in Education. (Credit).

(All references in parentheses are to Regular Normal courses in the catalog.)

		Hours per week	No. of weeks	Sem. Hours
1.	Kindergarten-Primary Methods.	6	9	3
2.	Kindergarten Theory (E 12).	4	9	2
3.	Citizenship (SS 4).	4	9	2
4.	Introduction to Teaching (E 1)	6	9	3
5.	Introduction to Psychology (½ E 2).	3	9	1½
6.	Child Study (1 to E 2).	3	9	1½
7.	School Efficiency (E 13).	6	9	3
8.	History of Education (½ E 4).	4	9	2
9.	Principles of Education (½ E 4).	4	9	2
10.	Standard Measurements (Elect.)	6	9	3
11.	Rural School Problems (E 44).	6	9	3
12.	Rural Sociology (SS 44).	4	9	2
13.	Sociology (Elective).	6	9	3
14.	Current Educational Problems (No credit). This course to take up the following subjects during the free hours.	5	9	2½

Group D. Cultural group for professional and permanent certificates.

		Hours per week	No. of weeks	Sem. Hours
1.	English Literature (Credit).	12	9	6
2.	General History (Credit).	12	9	6
3.	Biology (Science 1) (Credit). This course to include Elementary Botany and Zoology.	6	9	2
4.	Physical Science (No credit). This course to include Physical Geography and Elementary Physics.	12	9	6
5	Composite Mathematics. This course to include Algebra and Plane Geometry.	12	9	6

Students who complete satisfactorily any subjects in Group D will receive certificate that will be accepted in lieu of examination for the permanent certificate.

Group E. Additional subjects to Permanent Certificate.

Selections from Regular Normal School course in particular fields to give twelve semester hours for advance standing of permanent certificate.

Group F. Additional courses for Normal Students.

Group G. Courses for advanced standing for Normal graduates including nutrition, art, physical education, music and special courses to meet specific needs.

Note:—A Special Summer School Bulletin will be issued later to cover details of the courses. If interested, write for this about April 1.

EXTENSION COURSES

(Beginning September, 1921)

The following plan for extension courses has been approved by the Department of Public Instruction. After the adjournment of the State Legislature, in the late Spring, a special bulletin will be issued covering these courses in detail.

1. That the Pennsylvania State Normal Schools hold themselves ready, beginning with September, 1921, to offer such professional courses of collegiate grade to teachers in service as may be required in their several communities. Such courses should normally comprise fifteen equal sessions of two sixty-minute hours each with a two-semester hour credit for the satisfactory completion of the course.

2. That an enrollment of fifteen students be required for the establishment of such course.

3. That a minimum registration fee of five dollars be required of all students to meet the traveling expenses of the instructor and that where these expenses are in excess of the amount received from the registration fees, the additional amount required be pro rated among the students taking the course.

4. That each instructor conducting such a course be paid the sum of seventy-five dollars, and that this compensation be met through the salary budget of the school.

5. That each school be authorized to include in its faculty membership a director of extension whose duties will be confined solely or largely to this field, and who will attend to the organization of extension courses.

6. That a Ford car be allowed to each Normal School in connection with the development of extension services as well as the work in the rural field.

7. That, as the geographical areas of the Normal School districts do not in most instances correspond with the logical sphere of the school's influence, the State Department be requested to designate the school which shall serve any particular extension center where the matter would lie in doubt.

OF SPECIAL INTEREST

Education means more than that which is received from text-books or imparted in the class room. There are certain cultural elements which will be found in every wisely educated person—elements that cannot easily be described, but the absence of which in anyone makes him a marked person.

ETIQUETTE—Great care is taken in this school to supply these features of true education. Specific addresses are given from time to time, by members of the faculty, upon the various phases of "good form." These teachings are insisted upon in the lives of members of the school. Classes in "personality" are conducted by the Dean of Women.

SOCIAL LIFE—As this is a co-educational institution, frequent occasions are made for the natural and proper association of the sexes—always under the chaperonage of members of the faculty.

The Normal emphasizes simplicity in dress. Elaborate day and evening clothes should not be provided. Students are urged to dress as becomes teachers—prospective leaders of boys and girls.

Several organizations add to these cultural elements in the student's life. These are re-enforced by many literary, musical and scientific gatherings to which pupils are urged to give their time and effort.

LITERARY SOCIETIES—Two flourishing literary societies are maintained by the students. Every one is encouraged to become a member, and to take an active part in the meetings.

LIBRARY—As an adjunct to all this, and also an essential aid to class work, the school is supplied with a superior circulating and reference library, selected by the librarian and the teachers of the several departments. More than seven hundred and fifty volumes are added yearly, and it is catalogued after the most modern and approved plan. It is housed in a commodious and well-lighted room, and in the library is to be found a list of the leading magazines and the daily and weekly papers.

LIBRARY STUDY—All students are required to take a course in library work, thus fitting them the better to use and enjoy libraries and to direct the reading of their pupils. An especial phase of the work is the study of Juvenile Literature.

ENTERTAINMENT COURSE—We maintain a superior course of lectures and entertainments each year. These lectures are open to all students of the school, the enrollment fee paying for the course ticket.

ENVIRONMENT—But choice cultural elements cannot be wrought into one's habit of life unless his environment lends constant support to that end. Our pupils are brought to a dining-room unexcelled by any school, whether we consider the quality of what is furnished or the attractiveness of the room in which it is enjoyed; the rooms of our students are the most commodious and the best

furnished to be found in any school of our class; while the corridors and public rooms are adorned with statuary and pictures which reflect the choicest that art has yet produced.

There are no saloons, public billard rooms, or bowling alleys in or near Mansfield.

RELIGIOUS AIDS—The religious element in our natures receives here the attention which its importance merits. Without a touch of sectarianism, but with constant regard for those of all faiths, the very life of the school is made to reveal the spirit of true religion. Bible study, stated meetings for devotion, missionary study, and religious addresses—all under the auspices of the Y. M. C. A. and Y. W. C. A.,—although purely voluntary, are always encouraged, and are largely attended. Sunday morning church attendance is officially required, as is also the six o'clock vesper service.

ATHLETICS—Athletics comes in also for its due share of attention. A committee of Trustees and Teachers controls this phase of the schools activities.

The games of Football, Basketball, Baseball, and Tennis are now open to all members of the school, the enrollment fee paying for the ticket.

HEALTH EDUCATION—Aside from the above named sports of the school, especial attention is given to Health Education. This is for the health, strength and grace of the individual, as well as for its value to him as a teacher. In this work pupils are required to wear clothing suitable for such exercises—divided skirt and loose blouse for the ladies; a negligee shirt for men, and rubber-soled shoes for all. Students are advised not to get suits until they reach Mansfield, so that all may follow an approved pattern. They can be purchased here at very slight cost. All regular students of the school, regardless of the course they are pursuing, are required to take work in the gymnasium, unless they are physically incapacitated, in which case they are excused upon presentation of a physician's certificate.

A graduate dietitian, of wide experience, has entire charge of the kitchen and dining room, planning all meals and supervising the cooking of the same. She is also the instructor in nutrition It is just as important to be well fed as to be well dressed and well educated.

Beginning with September, 1921, a resident house physician will be on the regular staff of the faculty. His services will undoubtedly be free, and students will have the best of personal attention. He will also instruct in personal hygiene.

A State Hospital is located at Blossburg, nine miles from Mansfield, on the macadam road, and on the Erie Railroad, where serious operations or diseases receive immediate attention at low cost, by special arrangement between the Normal and the Hospital.

HOSPITAL—The school provides a hospital, with a resident nurse. No charge is made for the services rendered by the nurse, but in case of contagious or prolonged disease, parents must provide a special nurse. Every precaution is taken to insure the health of the pupils.

STUDENTS' ROOMS—The educational influence of our students' rooms is not overlooked. They are commodious and are tastefully decorated and furnished. Two students are expected to occupy a room, except by previous arrangement with the Principal and the payment of an excess fee.

Ladies' rooms are furnished with carpet, rockers, straight chairs, tables, bed-room set complete, pillows and one comfortable, mirror on dressing case.

Gentlemen's rooms are furnished with arm chairs, straight chairs, tables, wash-stand, dressing case with mirror, bed, pillows and one comfortable.

All rooms are heated by steam and lighted by electricity.

Students furnish napkins, towels, pillow-slips, sheets, and one or two comfortables or blankets.

BAGGAGE—The school will pay for the transfer of the student's baggage when the student enters during the first two days of the school year, and also will pay the transfer when the student goes home during the last two days of the school year. The school, however, will not pay for the transfer of baggage at other times.

HONORS—Nominations for public honors made by any organization of the school, must be submitted to the faculty for approval before the person can be elected.

Each class is divided into three groups, viz: Honor, Credit, Graduation.

The Honor group comprises those whose average, for the year the honor is given, is 90 per cent. or over; the Credit group, those whose average is from 85 per cent. to 90 per cent. Average for graduation is 75 per cent.

Announcement of the standing of the first two groups in each class will be at Commencement.

FREE SERVICE TO SCHOOL BOARD AND TEACHERS—School Boards and Superintendents desiring the services of good teachers are requested to make early application to the Principal of the Normal School. Students will be recommended entirely upon the

record which they have maintained while at this school, or through personal knowledge. Graduates of Mansfield Normal School are asked to keep in touch with the Principal of the Normal School in order that they might be recommended for better positions demanding experience. A Teachers' Bureau, no commission charged, is maintained for the benefit of our graduates.

STUDENT LOAN FUND—A fund has been established largely by Alumni to aid worthy students. Reasonable amounts may be borrowed from this, without interest charge, to be paid back after the student graduates. The Principal will furnish full information on request.

STUDENT GOVERNMENT—In the Fall of 1917, the young ladies of the Normal, feeling the responsibilities of school life, and regarding themselves as prospective leaders of boys and girls, requested permission to relieve the hall teachers of their duties, and to assume some of the responsibilities for order in the girls' dormitory. This was granted, with the result that Study Hour has never been so satisfactory as at present. The simple regulations, self-imposed, make a mighty appeal to those who want to do right of their own accord. This same plan has since been adopted by the young men.

THE TRAINING SCHOOL— The opportunities offered the student teachers in the Training School are unexcelled by any Normal. Although Mansfield is a small borough of 2,000 inhabitants, yet the surrounding community, as a whole, is fairly populous for school purposes and progress. Many rural schools dotted the hill sides, but a few years ago, all of these, for miles around, were consolidated with our Training School. These, combined with the borough pupils—all borough pupils up to and including grade IX are in our Training School—give us a public school system of 600 pupils, organized in grades and a Junior High School. The Training School faculty and all equipments and supplies are selected by the Normal School authorities. The Normal Seniors teach and observe under real school conditions—20 to 35 pupils to a room, with the best of training teachers to supervise and direct. All plans and problems are carefully considered before the student teachers take charge of the school rooms.

BUILDINGS AND GROUNDS

The Normal School buildings present a noble and imposing aspect. The school grounds have an area of forty acres. The lawns about the buildings are beautifully laid and covered with a great variety of forest trees. The sports of the school are carried on in Smythe Park, a beautiful enclosure in Mansfield of about thirty acres, containing a ball field that is unexcelled, and with seating capacity for five thousand persons. A farm of 14 acres, adjoining the school property, was recently purchased.

SOUTH HALL

This is a brick structure, one hundred fifty feet in length by fifty feet in width. In this building are the men's dormitories, the circulating library, reading room and reference library, recitation rooms, and the text-book library. The building, formerly the old seminary, was enlarged and remodeled in 1889. One hundred and fifty feet north of South Hall, stands the

NORTH HALL

This is one of the finest school buildings in the country. It is two hundred and seventy feet long by one hundred feet wide, and five stories high. It contains the Principal's office, dormitories for the women, reception rooms, Y. W. C. A. room, suite of rooms for the Art and Music Departments, an elegant dining room large enough to seat five hundred, passenger and freight elevator, the kitchen bakery, cold storage plant. The dormitories on each floor of both buildings are supplied with bath tubs and everything needed for health and comfort. All the buildings are heated by steam, lighted by electricity, and supplied with fire escapes of the best construction. Midway between the North and South building is

ALUMNI HALL

This is a brick building, fifty-four by one hundred seventeen feet, three stories high. It contains the recitation rooms, kindergarten and a concert hall which occupies one entire story. In this hall is located one of the finest pipe organs to be found in this section of country, installed at a cost of $15,000. This building was completed in 1886. In the rear of South Hall stands the

GYMNASIUM

This is a fine structure; it is a frame building seventy-five by one hundred thirty feet; it contains a large hall, fifty by one hundred feet, two spacious rooms used for dressing rooms, a room equipped with shower-baths and lockers, and one class room. The drill hall is well furnished with apparatus. This building was erected in 1888.

TRAINING SCHOOL

To the east of North Hall there stands a superior structure devoted to the Training School. The Building is one hundred and twenty feet in length by seventy-two feet in width; two stories and a basement. It contains twelve regular class rooms, a commodious assembly hall, office and other rooms for the special help of retarded children. In the basement are separate play room for boys and girls, heating and ventilating appliances, etc. It is a fire-proof building erected of re-enforced concrete, with a brick facing. Connected with the Training School are play grounds and school gardens.

HOSPITAL

A hospital (brick building) completely isolated from the dormitories, has recently been completed. It is furnished with every appliance for the sick, and it also contains the permanent apartments of the regular nurse. There is also a cottage on the campus, fully equipped, for contagious diseases.

MUSIC PRACTICE HALL

The Normal recently purchased some of the property adjoining the tennis courts, and it is now used as a Music Practice Hall. It is located about fifty yards northwest of North Hall.

MODEL RURAL TRAINING SCHOOL

An arrangement exists between the Richmond Township School Board and the Normal authorities by which the Normal School has the use of a district school for training purposes. It is thoroughly up-to-date.

PRINCIPAL'S RESIDENCE

A beautiful residence has just been completed on the south campus, built of red brick and of the colonial type of architecture. It is in complete harmony with the main buildings, and adds dignity to its surroundings.

Y. M. C. A.

A stately bungalow, ninety by thirty-five feet, has been erected in the rear of the gymnasium, on the extreme south campus, known as "The Y", to be devoted exclusively to the religious and recreational activities of the boys. This is their own building, and contains reading room, rest room, and a large auditorium. The interior is as cozy as it is beautiful. A large fire-place is in one end of the building. Pennants, athletic trophies and pictures of school organizations create an atmosphere of activity and loyalty. A large porch, ten feet wide, runs almost the entire length of the building. The structure cost

$10,000. Bowling alleys will soon be added. This building is under the supervision of a director. It is felt that the use of this, as planned, will be a powerful uplift among all the boys, as it is no way sectarian. So far as we know, this is the only building of its kind at any of the schools, and is strictly in line with the purposes of this school to remain at the front in developing young men.

DOMESTIC SCIENCE COTTAGE

(See item under Domestic Science Course.)

SPECIAL LAUNDRY ROOMS

In North Hall is a special room where the girls may do any extra washing or ironing that they desire; also another room has been equipped with electric iron for the use of the girls.

A special room has been prepared in the Gymnasium where boys may press their clothes. This, too, is equipped with electric irons.

SMALL BUILDINGS

Numerous smaller buildings, as barns, chicken houses, ice house, cold storage, pumping stations, etc., on the farm, add to the utility and convenience of the plant.

TENNIS COURTS

Four large, well-kept tennis courts are maintained. These afford one of the most beneficial exercises for the boys and girls.

FOR PROSPECTIVE STUDENTS

(Kindly answer the following questions, and mail this form to the Principal. It will aid in finding a roommate for you, and in attending to other important matters.)

Name (in full) .....

Home Address .....

What High School have you attended? .....

How many years required to complete your High School course? .....

Did you graduate? .....

What teacher's certificate do you hold, if any? .....

How many years have you taught, if any? .....

Your age .....; height .....; weight .....

The church you prefer to attend. .....

When do you expect to enter? .....

Do you want a room reserved in the dormitories? .....

What course do you expect to take? Regular Normal,

Home Economics, Music Supervisors'. .....

Will you want special lessons in Elocution, Art? .....

Have you sent to the Normal School Principal for a high school credit form entitled "APPLICATION FOR ADMISSION", required by the Department of Public Instruction of all persons who now enter Normal Schools? ..... This is for your complete high school credits, if you have attended high school.

If not, shall we send you this form? ..... Students should return this form to the Principal before Aug. 16, but if your high school principal is away, and you are unable to get your high school credits, be sure to bring it with you when you enter, or have it sent within a day or two after you enter.

Have you the Normal Book of Views? .....

If not, shall we send you a copy? .....

Write on the back side of this sheet the names of friends interested in attending Normal School, with their address.

EXPENSES IN REGULAR DEPARTMENT

	1st Semester (20 weeks)	2nd Semester (20 weeks)	Total for year	Less than Semester
Enrollment	$ 10	$ 10	$ 20	$ 10.00
*Board, room rent, and laundry, 12 pieces per week	140	140	280	1.25 per day
Tuition	40	40	80	2.00 per week

Deposit fee, $5 for the year for girls, $10 for boys. Returned at end of year if no damage claims.

*The board rate for 1920-21 was $7 a week, and there is not likely to be a change for 1921-22. If market changes justify a reduction, the change will be announced in a bulletin issued early in the summer.

EXPENSES IN SPECIAL DEPARTMENTS

Piano, Voice, Violin or Orchestral Instruments, per lesson..... $ .75
Pipe Organ, per lesson $1.50
Rent of Piano:
One period per day, per week ..... $ .25
More than one period per day, per week..... $ .20
Rent of Pipe Organ:
One period per day, per week..... $1.00
MUSIC—Supervisors' Course, per week *$4.00
ART—Supervisors' Course, per week..... *$3.50
ELOCUTION, per lesson ..... $ .75
HOME ECONOMICS—Supervisors' Course, per week..... *$3.50

*Deduct $2.00 if 17 years old. There is strong probability that there will be no tuition charges in Music Supervisors', Art Supervisors' and Home Economics Course beginning Sept., 1921. Complete announcement will be made in an early summer bulletin to be issued as soon as the Pennyslvania Legislature adjourns.

FREE TUITION

To each student seventeen years of age or over, who, upon registration, signs an agreement to teach in the Common Schools of this state two full terms, tuition is free in the Regular Normal Course. (This free tuition is always conditioned upon succeeding Legislatures continuing to make appropriation for such purposes.)

In all private work students will be charged for lessons they lose through temporary absence, excepting that in absence due to illness, they will be given an opportunity to make up lost lessons, whenever the teacher's time will permit.

There is a small charge for materials used in Chemistry, Physics, Mechanical Drawing, Manual Training and Sewing.

DEDUCTIONS

Students are charged more per day when in attendance only a part of the Semester, as the regular overhead charges continue. During 1920-21, the regular board was $7 a week, but $1.25 a day if a student entered late or left before the close of the Semester. This is likely to be the charge for 1921-1922.

The enrollment fee is not deducted even though a student leaves during the term.

Students leaving before the end of the Semester must obtain written permission from the Principal, and full settlement of expenses incurred be made at the office. Otherwise, charges will be made for the entire Semester.

PAYMENTS

TO WHOM MADE—All checks should be drawn to the order of the State Normal School, and payment made to the Bursar.

BOARDING STUDENTS—All dormitory students on entering MUST make the following payments, check or money order preferred, made out to Mansfield State Normal: Board for 10 weeks (½ of a semester), $70; books (rented for the entire year), $10, or books may be purchased. We advise purchase in Senior Year as most students should keep their books for teaching references. The cost will be around $15. (All books of students in Home Economics, Music and Drawing Supervisors' courses must be purchased). Enrollment fee for first semester (one half year), $10; deposit on key to room, $1; deposit fee to guarantee against loss of books or damage to school property, $5 for girls, $10 for boys. Any damage or loss claims will be deducted from the deposit fee at the end of the school year, and balance will be returned to the person paying the bill, and not given to the student. Students must show card of admission to teachers to enter classes, and this card cannot be obtained until he amount mentioned above is paid, a total of $96 or $101. The remainder of the first semester's account is due on November 12, board for 10 week, $70. A student may pay for the entire semester (½ year) when he enters. The small charges made in the laboratory will be paid at the end of the term, as we are unable to tell how much material each student will use. The boarding rate, $7 a week, includes 12 pieces of laundry a week. If student prefers, he may have his laundry done outside, and he may deduct 50c a week, but written notice must be given to the office bookkeeper on entrance. Students not 17 years old must pay tuition at the rate of $2 a week. One half of a semester's tuition is due on entrance—$20, in addition to the expenses listed above, if a student is not 17. No reduction in board or tuition is allowed for absence during the first two or the last two weeks of a semester. If any reduction, for any cause whatever, is requested, board at the rate of $1.25 a day will be charged for time in attendance.

Students will be compelled to leave school who get in arrears for their board bill, unless satisfactory arrangements have been made with the Principal.

Students from out of town must board in the Normal School dormitories unless they have previously received special permission from the Principal.

DAY STUDENTS—Those who do not receive State Aid are required to pay the semester's tuition in the Regular Normal Department the first day of the term.

A charge of $1.00 a semester will be made for the use of a locker in the day student's room. This must be paid for in advance. Day students are not compelled to have locker, but will find that one of the steel lockers furnished by the school afford safety and convenience.

BOOKS—See reference to books under head of Boarding Students.

DEPOSIT FEE—A deposit fee of $5 is required of all girls and $10 of all boys entering the Normal School. This is to insure against loss of books, or damage to furniture or other school property, and will be returned when the student leaves school, provided there are no claims against him. Claim accounts will be deducted from this deposit.

GRADUATION AND CREDITS—Members of the Senior Class will not be graduated unless they have paid all their bills, neither will members of the lower classes receive a standing for the year unless all accounts have been settled. It is essential to educational and moral development that students shall recognize the necessity for prompt discharge of indebtedness.

ABSENCES

1. For each unexcused absence from recitation or other class exercises the student will be marked zero in the work missed.
2. The penalty will be doubled if the work missed is not made up on demand to the satisfaction of the instructor.
3. Any student for any reason absent from more than ten per cent of the scheduled exercises in any course during a half semester must take a special examination in that course prior to the date of the regular examination.
4. Fifty cents will be charged for each special examination unless the fee is remitted by the Dean prior to the date of the examination.
5. No excuses will ordinarily be granted for absences on the day before or the day after a week-end trip or a school vacation.
6. Students are expected to make immediate application for excuses and to present them at the next meeting of the class after the absence occurs.
7. All excuses for absence from class are granted by the Dean at his office on the form provided for that purpose.
8. Students repeatedly absent without excuse will be further dealt with as circumstances may direct.
9. Parents are requested to co-operate in securing regular attendance on the part of all pupils.

TEXT BOOKS NOW IN USE

Agriculture	Warren's Elements	MacMillan Co.
Algebra (College)	Wentworth & Smith	Ginn & Co.
Algebra (Second Course)	Hawkes, Suby, Touton	Ginn & Co.
Arithmetic (Fresh)	Phillips & Anderson	Silver, Burdette & Co.
Arithmetic (Senior)	Wentworth & Smith	Ginn & Co.
Astronomy	Howe's	Silver, Burdette & Co.
Bookkeeping Reference Book	20th Century	Southwestern Pub.
Botany	Bergan's Elements	Ginn & Co.
Caesar	Bennett	Ally & Bacon
Chemistry, First Course	McPherson & Henderson	Ginn & Co.
Chemistry, Second Course	White	V. Van Nostrand
Cicero	Allen & Greenough	Ginn & Co.
Civics	Phillip's Nation and State	Christopher Sower
Civics, Community	Hughes	Allyn & Bacon
Economics	Seagar	Henry Holt & Co.
Elements of Economics	Bullock	Silver, Burdette & Co.
Elements and Notations of Music	McLaughlin's Song Reader	Ginn & Co.
English for New Americans	Field & Coveney	Silver, Burdette & Co.
Ethics	Peabody's Moral Philosophy	American Book Co.
French Grammar, 1st	Frazier & Squier	D. C. Heath & Co.
French Grammar, 2nd	Frazier & Squier	D. C. Heath & Co.
French Grammar, 3rd	Complete—Frazier & Squier	D. C. Heath & Co.
French Reader	Aldrich & Foster	Ginn & Co.
General Science	Caldwell & Eikenberry	Ginn & Co.
Geography	Tarr & McMurray	MacMillan Co.
Geology	Norton	Ginn & Co.
Geometry, Plane	Durrell	Merrill, Chas. & Co.
Geometry, Solid	Durrell	Merrill, Chas. & Co.
Grammar, English	Robbins & Row	Row, Peterson & Co.
Handwriting by Scales	Palmer	A. N. Palmer Co.
History, American	Ashley	MacMillan Co.
History, Education	Seeley's	American Book Co.
History, English	Montgomery	Ginn & Co.
History, General	Myers	Ginn & Co.

History, Modern Progress	West	Allyn & Bacon
Household Science	Morris	American Book Co.
How to Live	Fisher & Fisk	Ginn & Co.
Latin Composition	D'Ooge	Ginn & Co.
Latin, 1st year	Gunnison & Harley	Silver, Burdette Co.
Latin Grammar	Allen & Greenough	Ginn & Co.
Latin Grammar	Bennett	Allyn & Bacon
Literature (Eng. & Amer.)	Tappan	Houghton Mifflin Co.
Livy	Wescott	Allyn & Bacon
Logic	Taylor	Scribner
Mechanical Drawing	Anthony	D. C. Heath & Co.
Methods, Fundamental In.	Kennedy	MacMillan & Co.
Methods in Geography	Sutherland	Scott, Foresman
Methods in Hist. & Geog.	Bourne	Longmans, Green & Co.
Methods, Library, How To Use Them	Ward	Faxton Co.
Our Schools, Their Administration and Supervision	Chancellor	D. C. Heath & Co.
Physical Geography	Tarr	MacMillan Co.
Physics, Household	Lyndi	MacMillan Co.
Physics, 1st	Millikan & Gale	Ginn & Co.
Physics, 2nd	Spinney	MacMillan Co.
Physiology	Davison	American Book Co.
Psychology	Betts, The Mind and Its Education	D. Appleton & Co.
Rhetoric (4th year)	Hill	American Book Co.
Rhetoric (2nd year)	Scott & Denney	Allyn & Bacon
Rural Teacher and His Work	Foght	MacMillan Co.
School Efficiency	Bennett	Ginn & Co.
School Management	White	American Book Co.
School Management (Rural)	Culter & Stone	Silver, Burdette & Co.
Sociology	Dealey	Silver, Burdette & Co.
Spanish Grammar	Ingraham-Edgren	D. C. Heath & Co.
Spanish Commercial Reader	Harrison	Ginn & Co.
Spelling, Words	So Relle & Kitt	Gregg Pub. Co.
Stenography	Gregg	Gregg Pub. Co.
Typewriting	So Relle	Gregg Pub. Co.
Trigonometry	Wentworth & Smith	Smith & Co.
Virgil	Greenough & Kittredge	Ginn & Co.
Zoology	Colton's	D. C. Heath & Co.

ROLL OF STUDENTS

(The roll is incomplete as it does not contain the names of any students who entered after December 19, 1920.)

REGULAR NORMAL
TWO YEAR COURSE

SENIORS

Name	Town	County
Adams, Jane	Wellsboro	Tioga
Aiken, Eunice	Tioga	Tioga
Aldrich, Mildred	Montrose, R. D. No. 3	Susquehanna
Alger, Ferris	Rome	Bradford
Andres, Dolores	517 N. Garfield Ave., Scranton,	Lacka.
Baltz, Miriam	553 S. Franklin St., Wilkes-Barre,	Luz.
Barnes, Eva	Knoxville	Tioga
Battenberg, Isabelle	901 Richmont St., Scranton,	Lackawanna
Bauman, Louise	144 Wood St., Wilkes-Barre	Luzerne
Baxter, Lindley	Rome	Bradford
Beach, Robert	Mansfield	Tioga
Beebe, Elma	Union Springs, N. Y.	Cayuga
Benjamin, Leona	New Albany	Bradford
Bergman, Rose	316 Oak St., Old Forge	Lackawanna
Blair, Cytheria	Mansfield	Tioga
Britton, Mae	305 N. Hyde Park, Scranton	Lacka.
Bryan, John J.	Nanticoke	Luzerne
Burlingame, Ruth	Knoxville	Tioga
Burnham, Florence	Troy	Bradford
Burnham, Margaret	Troy	Bradford
Burns, Minnie	Athens	Bradford
Burrell, Olive	Sabinsville	Tioga
Burt, Nellie	Genesee	Potter
Burtch, Oscar	Tioga	Tioga
Burton, Lois	Mansfield	Tioga
Button, Evelyn	Nicholson	Wyoming
Cannon, Lillian	Mansfield	Tioga
Carpenter, Julia	Great Bend	Susquehanna
Carpenter, Laura	84 Lincoln St., Waverly, N. Y.	Tioga
Cass, Boyd	Nichols, N. Y.	Tioga
Caswell, William	Taylor	Lackawanna
Chamberlain, Edith	Mansfield	Tioga
Chapman, Edith	Genesee	Potter
Cleveland, Gertrude	Mansfield	Tioga
Collier, Walter	Olyphant	Lackawanna
Colwell, Jessie	Susquehanna, R. D. No. 2,	Susquehanna

Name	Town	County
Comer, Irene	Old Forge	Lackawanna
Connelly, Agnes	Arnot	Tioga
Coupe, Mary	Antrim	Tioga
Craft, Lela	New Milford	Susquehanna
Cranmer, Catherine	Overton	Bradford
Day, Tydil	304 Church St., Taylor	Lackawanna
Dills, Eva	Honesdale	Wayne
Doney, Isabelle	Honesdale	Wayne
Doud, Fern	Lawrenceville	Tioga
Doyle, Florence	490 Mary St., Scranton	Lackawanna
Eaton, Clara	Galeton	Potter
Edwards, Anna	Laceyville	Wyoming
Ellis, Edna	Meshoppen	Wyoming
Evans, Doris	326 First St., Olyphant	Lackawanna
Evans, Mabel	125 Ash St., Parsons	Luzerne
Fadden, Lucy	230 So. Valley Ave., Olyphant	Lacka.
Ford, Helen	Wellsboro	Tioga
Franke, Evangeline	Overton	Bradford
French, Gertrude	East Smithfield	Bradford
Frey, Louise	204 N. Main St., Taylor	Lackawanna
Frisbie, Bernice	1028 Electric St., Scranton	Lackawanna
Gibbons, Florence	So. Valley Ave., Olyphant	Lackawanna
Gilliland, Mary	Ellisburg	Potter
Gleckler, Marion	Mansfield	Tioga
Gorham, Jean	533 Bennett St., Luzerne	Luzerne
Grace, Dorman	Ulster	Bradford
Griffith, Grace	Genessee	Potter
Guinan, Alice	Olyphant	Lackawanna
Gustin, Seth	Towanda	Bradford
Haight, Laura	Towanda, R. D. No. 2	Bradford
Haight, Mildred	Towanda, R. D. No. 2	Bradford
Hausknecht, Roberta	Overton	Bradford
Herda, Genie	Ulster, R. D. 4	Bradford
Hicks, Clarence	LeRaysville	Bradford
Hornsby, Ruth	Little Marsh	Tioga
Howells, Viola	Troy	Bradford
Hubbard, Beva	Thompson	Susquehanna
Hunt, George	Nicholson	Wyoming
Irwin, Phoebe	Honesdale	Wayne
Jaquish, Lottie	Mansfield	Tioga
Johnson, Myrtle	Mansfield	Tioga
Jones, Grace	4 Church St., Montrose	Susquehanna
Jones, Helen E.	Wellsboro	Tioga
Kane, Harold	Genesee	Potter
Keefe, Sarah	Arnot	Tioga
Kelley, Charles	Mansfield	Tioga

Name	Town	County
Kilmer, Annis	Forksville	Sullivan
Kipp, Clara	New Albany	Bradford
Kramer, Geneva	Clearfield	Clearfield
Lippincott, Joseph	121 Ash St., Parsons	Luzerne
Longstreet, Olive	Mansfield	Tioga
Luther, Blanche	Towanda, R. D. 1	Bradford
McCormack, Catharine	Sanderson Ave., Olyphant	Lackawanna
McCue, Savola	Waits	Tioga, N. Y.
McGowan, Michael	117 Boulevard Ave., Throop,	Lackawanna
McInroy, Mary A.	Middlebury Center	Tioga
McNulty, Mary	1156 So. Main St., Pittston	Luzerne
Machnofsky, Ben	100 Boulevard Ave., Throop,	Lackawanna
Marvil, Minnie	345 Franklin St., WilkesBarre,	Luzerne
Meckes, Maynard	Wellsboro	Tioga
Morris, Marie	210 Railroad Ave., Scranton,	Lackawanna
Morris, Stella	210 Railroad Ave., Scranton,	Lackawanna
Mullen, Madolyn	314 E. Drinker St., Dunmore	Lacka.
Mulligan, Nora	Sanderson Ave., Olyphant,	Lackawanna
Murphy, Helen	1734 Brick Ave., Scranton,	Lackawanna
Neal, Anna	Crooked Creek	Tioga
O'Haire, Beatrice	1266 So. Main St., Pittston	Luzerne
Osborne, Enid	Nicholson	Wyoming
Osborne, Ione	Nicholson	Wyoming
Payne, Sibyl	Jackson Summit	Tioga
Park, Lily	Birchardville	Susquehanna
Pratt, Lillis	Hop Botton	Susquehanna
Purcell, Juel	63 Welsh St., Pittston	Luzerne
Reed, Mary	406 Hillview Pl., Ithaca,	Tompkins, N. Y.
Rentscheler, Emilie	28 Maple Ave., Carbondale	Luzerne
Reynolds, Ina	Roaring Branch	Lycoming
Richards, Jane	216 Walnut St., Dunmore	Luzerne
Roof, Thelma	Monroeton	Bradford
Ross, Gladys	Towanda	Bradford
Ruggles, Olive	Troy	Bradford
Sampson, William	Middlebury Center	Tioga
Samuel, Ruth	129 Hancock St., Wilkes-Barre,	Luzerne
Saxton, Dorothy	Granville Summit	Bradford
Searles, Vada	Liberty	Tioga
Seeley, Lorensa	Austinburg	Tioga
Segar, Maud	Nichols, N. Y.	Tioga
Shepard, Ivah	Mansfield	Tioga
Sirotnak, John	Throop	Lackawanna
Smith, Marjorie A.	75 Maple St., Wilkes-Barre	Luzerne
Squier, Kathryn	Nicholson	Wyoming
Stone, Dorothy	Canton, R. D. No. 1	Bradford
Stone, Ethel	Powell	Bradford

Name	Town	County
Stonier, Josephine	Montrose	Susquehanna
Strange, Edson	Mainesburg	Tioga
Swimley, Walter	Westfield	Bradford
Thomas, Bessie	Factoryville	Tioga
Thomas, Emeline	Honesdale	Wayne
Tidd, Helen	510 S. Main St., Taylor	Potter
Tuthill, Pearl	126 Ridge St., Parsons	Lackawanna
Tyler, Ruth	Camptown	Bradford
Valsing, Mildred	Liberty	Tioga
Vaughn, Amy	Mansfield, R. D. No. 1	Tioga
Weaver, Mary	Tioga	Tioga
Welch, Eva	Springville	Susquehanna
Welch, Marion	Newport, N. H.	Sullivan
Wilson, Arbutus	Wilkes-Barre	Luzerne
Wood, Carroll	LeRaysville	Bradford

JUNIORS

Name	Town	County
Aldrich, Grace	Susquehanna	Susquehanna
Ayres, Helen	Troy, R. D. No. 3	Bradford
Barrett, Marguerite	Susquehanna	Susquehanna
Bauder, Dorothy	Galeton	Potter
Beach, Fred	Mansfield	Tioga
Beaney, Anna	94 Merritt St., Wilkes-Barre	Luzerne
Beeunas, Selma	47 Union St., Dorranceton	Luzerne
Bell, Nellie	Morris Run	Tioga
Bennett, Victor	Johnson City, N. Y.	Broome
Bohan, Clare	76 Johnson St., Pittston	Luzerne
Bradway, Raymond	Mansfield	Tioga
Brizzee, Helen	Oswayo	Potter
Brooks, Florence	Canton	Bradford
Brooks, Gladys	Mansfield	Tioga
Burgess, Mark	Forksville	Sullivan
Burke, Anna	76 Merritt St., Plains	Luzerne
Burnham, Frederick	Mansfield	Tioga
Camp, Ethel	Tioga	Tioga
Campbell, Emily	Ulster	Bradford
Campbell, Hazel	Troy	Bradford
Chamberlain, Dorothy	Wyalusing	Bradford
Chamberlain, Wayne	Mansfield	Tioga
Chell, Myrtle	Mansfield	Tioga
Church, Henry	Ulysses	Tioga
Clark, Evelyn	109½ Washington St., Carbondale.,	Luz.
Cleveland, Stuart	Covington	Tioga

Name	Town	County
Conniff, Agnes	15 S. Main St., Plains	Luzerne
Connors, Raymond	904 Erie St., Elmira, N. Y.	Chemung
Corgan, Alberta	310 Rutter Ave., Kingston	Luzerne
Corgan, Mary	310 Rutter Ave., Kingston	Luzerne
Crawford, Aza	Laceyville	Wyoming
Crawford, William	Blossburg	Tioga
Davis, Edyth	16 Mitchell St., Carbondale	Luzerne
Deuel, Leah	Tioga	Tioga
Driscoll, Burton	Dushore	Sullivan
Eggler, Lavinnia	Galeton	Potter
Elliott, Gladys	Wilawana	Bradford
Enevoldson, Jessie	Sayre, R. D. No. 2	Bradford
English, Wayne	Covington, R. D.	Tioga
Frith, Elsie	Galeton	Potter
Frost, Gertrude	Covington	Tioga
Gallup, Gladys	Bradford	McKean
Gannon, Eva	Wyalusing	Bradford
Gannon, Martha	Wyalusing	Bradford
Gerow, Florence	Knoxville	Tioga
Goodwin, James	24 Maffet St., Plains	Luzerne
Gregory, Gordon	Kingston	Luzerne
Griffin, Ila	Westfield	Tioga
Harris, Ernestine	45 Courtright Ave., Wilkes-Barre,	Luz.
Hartman, Cleora	26 Main St., Galeton	Potter
Hawkins, Evelyn	Towanda, R. D. 1	Bradford
Hayes, Annabel	Galeton	Potter
Howe, Bessie	Mansfield	Tioga
Huey, Bertha	595 Mercer Ave., Dorranceton	Luzerne
Isaacs, Grace	Forty Fort	Luzerne
Jacobs, Arlene	Elkland	Tioga
Jaquish, William	Mansfield	Tioga
Jennings, Gretchen	Ulysses	Potter
Jessup, Cecile	Mansfield	Tioga
Johns, Samuel	Parsons	Luzerne
Jones, Franklin	78 Merritt St., Plains	Luzerne
Joralemon, Margaret	Troy	Bradford
Karhan, Olga	Sabinsville	Tioga
Keeney, Christine	Laceyville	Wyoming
Kelley, Kenneth	Covington	Tioga
Kellog, Florence	Ulster	Bradford
Kelly, Mary	Kingston	Luzerne
Kinnan, Frances	Middlebury Center	Tioga
Kinney, Lillian	Hop Bottom	Susquehanna
Klesa, Lucile	Coudersport	Potter
Kline, Charlotte	Morris	Tioga
Kovaleski, Alexander	Glen Lyon	Luzerne

Name	Town	County
Langdon, Anna	108 N. Main St., Plains	Luzerne
Lawry, Esther	124 Wyoming St., Wilkes-Barre.,	Luzerne
Lee, Nancy	Wyalusing	Bradford
Leslie, Hilda	Tioga	Tioga
Lewis, Mary	1722 Wyoming Ave., Scranton	Lacka.
Lott, Leila	Orwell	Bradford
Lowe, Richard	Mansfield	Tioga
McConnell, Helen	Mansfield	Tioga
McDowell, Robert	Mansfield	Tioga
MacEwan, Jeanette	Morris Run	Tioga
McInroy, Floyd	Middlebury Center	Tioga
McInroy, Maybelle	Dolgeville, N. Y.	Herkimer
Mann, Carland	Tioga	Tioga
May, Charles	Blossburg	Tioga
Martin, Leita	375 Wright St., Kingston	Luzerne
Matchett, Seffellan	414 Matson Ave., Parsons	Luzerne
Mitchell, Robert	Blossburg	Tioga
Nares, Mary	Mansfield	Tioga
Newton, Frances	75 E. Main St., Galeton	Potter
Noack, Romayne	Moscow	Lackawana
Norman, Loretta	Arnot	Tioga
Norman, Leon	Arnot	Tioga
Northrup, Arthur	929 Grandview St., Scranton	Lacka.
Odle, Margaret	Osceola	Tioga
Patterson, Doris	Covington	Tioga
Phillips, Elvin	Wanamie	Luzerne
Pisack, John	441 So. Main St., Parsons	Luzerne
Reed, Annabel	Factoryville	Wyoming
Rees, Ruth	28 Maple Ave., Carbondale	Luzerne
Reynolds, Bessie	Factoryville	Wyoming
Reynolds, Gaylord	Olyphant	Lackawanna
Richards, Dale	Alden Station	Luzerne
Roos, Viola	Munson, R. D. 1	Clearfield
Ross, Howard	Towanda	Bradford
Rosser, Walter	90 Merritt St., Plains	Luzerne
Rowlands, Hopkin	8 Abbott St., Plains	Luzerne
Ruane, Kathryn	64 Dundaff St., Carbondale	Luzerne
Rugaber, Louise	Westfield	Tioga
Saxton, Luther	Granville Summit	Bradford
Schaffenaker, Walter	Canton	Bradford
Schulz, Albert	601 Schuyler Ave., Dorranceton	Luz.
Scureman, Dorothy	338 Maple Ave., Kingston	Luzerne
Shaw, Vera	Crooked Creek	Tioga
Shearer, Minnie	Arnot	Tioga
Sheen, Emilie	Knoxville	Tioga
Sheridan, Mary	554 N. Main St., Pittston	Luzerne
Shonk, Mildred	127 Parish St, Wilkes-Barre	Luzerne

Name	Town	County
Sluman, Josephine	Carbondale	Luzerne
Smith, Majorie	Alba	Bradford
Smith, Stella	Gaines	Potter
Smithson, Leonore	104 Hillcrest Road, Frankfort, N. Y.	
Snover, Alyne	Laceyville	Wyoming
Stacy, Irene	Columbia X Roads	Bradford
Stonier, Olive	New Milford	Susquehanna
Stover, Edgar	1610 Lafayette St., Scranton	Lacka.
Straley, Thelma	Galeton	Potter
Strange, Malcolm	Mansfield	Tioga
Sweet, Mildred	Sylvania	Bradford
Thompson, Louise	Galeton	Potter
Varney, Rena	Powell	Bradford
Ward, Marjorie	Honesdale	Wayne
Webb, Marie	Wyoming	Wyoming
White, Hugh	Galeton	Potter
White, Marjorie	Canisteo, N. Y.	Steuben
Wilcox, Hildreth	Covington	Tioga
Williams, Bernice	Rutland	Tioga
Wood, Charlotte	Beach Lake	Wayne

HOME ECONOMICS
TWO YEAR COURSE
SENIORS

Name	Town	County
Evans, Glawdys	Wellsboro	Tioga
Harkness, Irene	Mansfield	Tioga
Hughes, Daisy	Tioga	Tioga
Kreitner, Grace	Honesdale	Wayne
Osborne, Nita	Nicholson	Wyoming
Warburton, Dorothy	400 Olive St., Sayre	Bradford

JUNIORS

Kelly, Eleanor	860 Lake St., Elmira, N. Y.	Chemung

HOME ECONOMICS
THREE YEAR COURSE
FIRST YEAR

Baker, Edna	Honesdale	Wayne
Ball, Katharine	Factoryville	Wyoming

Name	Town	County
Coolidge, Doris	Wellsboro	Tioga
Hubbard, Sarah	304 N. Main St., Elmira, N. Y.	Chemung
Jones, Effie	428 E. Market, Williamstown,	Dauphin
Jupenlaz, Mattie	Mansfield	Tioga
Kellogg, Florence	Ulster	Bradford
Miller, Helen	57 Church St., Carbondale	Luzerne
Roof, Ninita	Monroeton	Bradford
Williams, Mame	Mansfield	Tioga

ART
TWO YEAR COURSE
SENIORS

Benjamin, Margaret	Wellsboro	Tioga
Carpenter, Laura	84 Lincoln St., Waverly, N. Y.	Tioga
Sawdey, Ruth	Mansfield	Tioga
Williamson, Ruthadele	Mansfield	Tioga
Schipbanker, Elinor	Mansfield	Tioga

ART
THREE YEAR COURSE
FIRST YEAR

Beeunas, Selma	47 Union St., Dorranceton	Luzerne
Brooks, Marjie	Plains	Luzerne
Corey, Leora	Troy	Bradford
Dewitt, Grace	Troy	Bradford
Luttgens, Margaret	34 Forest St., Verona, N. J.	Essex
Simmons, Dorothy	Mansfield	Tioga
Schipbanker, Frances	Mansfield	Tioga
Sweet, Cecile	Sylvania	Bradford
Stonier, Olive	New Milford	Susquehanna
VanDyke, Aileen	Ulster	Bradford

MUSIC SUPERVISORS'
TWO YEAR COURSE
SENIORS

Bailey, Lola	Powell	Bradford
Benjamin, Margaret	Wellsboro	Tioga

Name	Town	County
Corey, Leora	Troy	Bradford
Goodall, Louise	Mansfield	Tioga
Hart, Beatrice	Wellsboro	Tioga
Higgins, Florence	Blossburg	Tioga
Page, Frances	Knoxville	Tioga
Sawdey, Ruth	Mansfield	Tioga
Shupp, Arline	Tunkhannock	Wyoming
Van Vorce, Marion	109 Park Ave., Binghamton, N.Y.,	Broome
Wilcox, Helen	Greene, N. Y.	Chenango
Williamson, Ruthadele	Mansfield	Tioga

MUSIC SUPERVISORS'
THREE YEAR COURSE

FIRST YEAR

Bullock, Elizabeth	Honesdale	Wayne
Dewitt, Grace	Troy	Bradford
Schipbanker, Frances	Mansfield	Tioga
Stonier, Olive	New Milford	Susquehanna
Sweet, Cecile	Sylvania	Bradford
Van Dyke, Aileen	Ulster	Bradford

BUSINESS

SENIORS

Bartle, Manderville	Mansfield	Tioga
Betterly, Louise	36 Butler St., Kingston	Luzerne
Burns, Minnie	Athens	Bradford
Cleary, Margaret	Blossburg	Tioga
Davis, Gertrude	742 So. Main St., Scranton	Lackawanna
Edgerton, Ellsworth	Mansfield	Tioga
Evans, Esther	Seminole	Armstrong
Frisbee, Ralph	1028 Electric St., Scranton	Lackawanna
Husted, Elizabeth	Mansfield	Tioga
McNulty, Mary	1156 So. Main St., Pittston	Luzerne
Moore, Van K.	Wilkes-Barre	Luzerne
O'Haire, Beatrice	1266 So. Main St., Pittston	Luzerne
Richardson, Lela	Dickson City	Lackawanna
Van Tuyl, Elma	Pittston, R. D.	Luzerne
Warters, Doris	Mansfield	Tioga

JUNIORS

Name	Town	County
Aldrich, Grace	Susquehanna	Susquehanna
Barrett, Margaret	Susquehanna	Susquehanna
Brooks, Gladys	Mansfield	Tioga
Church, Henry	Ulysses	Potter
Isaacs, Grace	Forty Fort	
Rees, Ruth	28 Maple Ave, Carbondale	Luzerne
Sluman, Josephine	Carbondale	Luzerne

TYPEWRITING ONLY

Coyle, Joseph	Wilkes-Barre	Luzerne
Fernandez, Jose	Sagua la Grande, Cuba.	
Flaherty, William	Wilkes-Barre	Luzerne
Sweeney, Helen	505 Oak St., Scranton	Lackawanna
Weslowski, Charles	Blossburg	Tioga
Zuranski, Edward	408 E. Noble St., Nanticoke	Luzerne
Ventura, Isadoro	Sagua la Grande, Cuba.	

SECONDARY DEPARTMENT

Ainey, Pearl	Montrose	Susquehanna
Alderson, Lola	LeRaysville	Bradford
Austin, Beatrice	Leolyn	Tioga
Belknap, Elizabeth	Mansfield	Tioga
Boyle, Eugene	62 Lee Park Ave., Wilkes-Barre	Luz.
Causo, Carlos	Sagua la Grande, Cuba.	
Carpenter, Mildred	Lawrenceville	Tioga
Clark, Ralph	Factoryville	Wyoming
Close, Helena	Wellsboro	Tioga
Cummings, Roy	Gillett	Bradford
Davis, Margaret	Taylor	Lackawanna
Ellison, Ralph	216 E. Third St., Corning, N. Y.,	Steuben
Ely, Feda	Wellsboro	Tioga
Fadden, Thomas	Olyphant	Lackawanna
Ferguson, Georgianna	231 W. Water St., Elmira, N. Y.,	Chem.
Ford, Eva	Wellsboro	Tioga
Garrison, Justus	Columbia X Roads	Bradford
Garrison, Tracy	Millerton	Tioga
Goldsmith, Helena	468 W. 2nd St., Elmira, N. Y.,	Chemung
Harvey, Marguerite	Coudersport	Potter

Name	Town	County
Hasbrouck, Genevieve	Uniondale, R. D. 1	Susquehanna
Heck, Howard	Coudersport	Potter
Helsel, Ellwood	Clearfield	Clearfield
Heyd, Grace	Morris	Tioga
Holton, Damon	Millerton	Tioga
Hutchinson, Edna	LeRaysville	Bradford
Isaacs, Claude	711 Madison Ave., Scranton	Lacka.
Jackson, Paul	Newfield	Potter
Johnson, Elsie	Morris Run	Tioga
Johnson, Robert	Towanda	Bradford
Jones, Ruth	Wellsboro, R. D.	Tioga
Kelly, Ethel	360 Lake St., Elmira, N. Y.	Chemung
Kelly, William	Miners Mills	Luzerne
Klinko, Wesley	Sayre	Bradford
Knell, Ernest	Westfield	Tioga
Koehler, Mary	Taylor	Lackawanna
Lagerbom, Harold	Painted Post	Steuben
Landon, Letha	Canton	Bradford
Lane, Genevieve	Ulster	Bradford
Lonis, Elizabeth	12 John St., Ilion, N. Y.	Herkimer
Lopez, Hugo	Sagua la Grande, Cuba.	
Losneski, Louis	Blossburg	Tioga
Maneval, Mary	Liberty	Tioga
Marsland, Grace	529 Orchard St., Moosic	Lackawanna
Matson, Lucile	Warren	Warren
Michaels, George	917 Dunmore St., Throop	Lackawanna
Miller, Benjamin	10 N. Main St., Plains	Luzerne
Miller, Louis	Tunkhannock	Wyoming
Moya, Rudolph	Santiago de Cuba.	
Morrell, Rex	Jackson Summit	Tioga
Oshinsky, Leo	Nanticoke	Luzerne
Owens, Beatrice	Uniondale	Susquehanna
Palmiter, Floyd	Factoryville	Wyoming
Parks, William	Glen Lyon	Luzerne
Pelton, Margaret	Laquin	Bradford
Percy, Gertrude	E. Smithfield	Bradford
Pethick, Harry	Hawley	Wayne
Reid, Marion	110 Park St., W. Pittston	Luzerne
Rice, Emerson	Mansfield	Tioga
Richter, Evelyn	Roaring Branch	Lycoming
Ringler, Emma	623 N. 15 St., Philadelphia	Philadelphia
Robbins, Mildred	Wellsburg, N. Y.	Chemung
Ross, Lucy	Burlington	Bradford
Rybacki, Anna	Morris Run	Tioga
Santa Cruz, Manuel	Sagua la Grande, Cuba.	
Saxton, Luther	Granville Summit	Bradford
Sayre, Alfred	Plains	Luzerne
Schmidt, John	25 Wyoming St., Wilkes-Barre	Luzerne

Name	Town	County
Shaute, Joseph	Peckville	Lackawanna
Sheffer, Anna	Muncy	Lycoming
Sheldon, Eva	Tioga	Tioga
Smith, Edna	87 N. Walnut St., Dorranceton	Luzerne
Spencer, Katharine	Troy, R. D.	Bradford
Steiner, Arthur	71 S. Main St., Plains	Bradford
Sterling, Elizabeth	Morris Run	Tioga
Sterling, Meta	Hop Bottom	Susquehanna
Strunk, Kathleen	New Albany	Bradford
Surina, Anton	Elkland	Tioga
Tassell, Harold	White Mills	Wayne
Tebo, Marvin	Leolyn	Tioga
VanDyne, Olive	417 Grove St., Elmira, N. Y.,	Chemung
Wakely, Mabel	Ulster	Bradford
Whitehouse, Ada	Morris Run	Tioga
Whitney, Marguerite	Gelatt	Susquehanna
Wells, Louise	Uniondale	Susquehanna
Wilcox, Hazel	Canton	Bradford
Wilcox, Velma	Canton	Bradford
Wittig, Grace	Ulster	Bradford
Wood, Clark	Elkland	Tioga

SPECIAL STUDENTS

Bailey, Helen	Wellsboro	Tioga
Baldwin, Don	Mansfield	Tioga
Bates, Doris	Mansfield	Tioga
Bates, Elizabeth	Mansfield	Tioga
Bates, Sarah	Mansfield	Tioga
Belknap, Janet	Mansfield	Tioga
Belknap, Katherine	Mansfield	Tioga
Clark, Velma	Mansfield	Tioga
Cox, Genevieve	Mansfield	Tioga
Curtis, Velma	Mansfield	Tioga
Davis, Marie	Mansfield	Tioga
Doud, Margaret	S. Main St., Mansfield	Tioga
Doud, Helen	S. Main St., Mansfield	Tioga
Evans, Kenneth	Crooked Creek	Tioga
Goodall, Gertrude	Mansfield	Tioga
Goodall, Ulna	Mansfield	Tioga
Gorton, Sarah	Mansfield	Tioga
Hitchcock, Arline	Mansfield	Tioga
Mitchell, Suzanne	Blossburg	Tioga
Palmer, Lucile	Mansfield	Tioga

Name	Town	County
Palmer, George	Mansfield	Tioga
Powers, Bernita	Mansfield	Tioga
Spaulding, Gladys	Mainesburg	Tioga
Straughn, Lloyd	Mansfield	Tioga
Williams, Kathryn	Mansfield	Tioga
Webster, Myron	Mansfield	Tioga
Wood, Janet	Mansfield	Tioga
Youmans, Ivah	Mansfield	Tioga

POST GRADUATES

Beach, Horace	Mansfield	Tioga
Davies, Ruth	Blossburg	Tioga
Obourn, Ellsworth	Mansfield	Tioga
Secol, Stephen	Scranton	Lackawanna